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ABSTRACT

The North Carolina New Pioneers program to expand sex role expectations through elementary and secondary education is presented for use by generalists and other helping professionals in schools and state educational agencies. The materials presented address the following areas of concern: (1) the nature of the North Carolina Department of Public Instruction and the place of the New Pioneers project in the system; (2) project staff and their responsibilities; (3) consciousness-raising activities for state education agency staff members; (4) workshops and seminars conducted in the back-home setting; (5) conference sessions used with teacher educators; and (6) activities involving the general community. A section composed of recommendations for those attempting to establish a similar program is provided, as well as planning guides for school personnel and appendices containing outlines, exercises, and evaluation instruments used in the original project. (Author/HLM)

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ED 178 840

NEW PIONEERS

THE NORTH CAROLINA PROGRAM
TO EXPAND SEX ROLES IN ELEMENTARY AND SECONDARY EDUCATION

REFLECTIONS AND RECOMMENDATIONS

BY

Amanda J. Smith
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North Carolina Department of Public Instruction
Raleigh, North Carolina
November 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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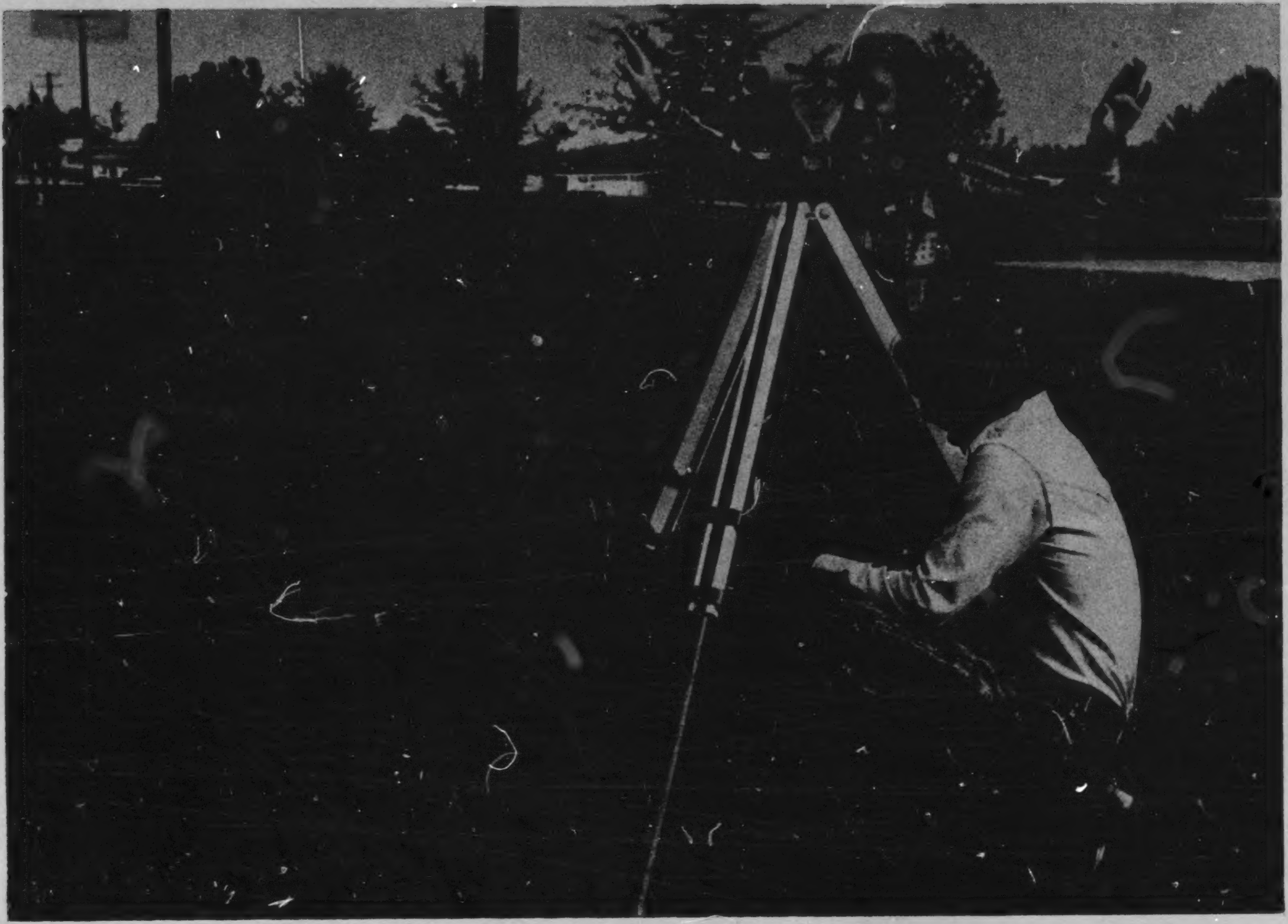

Dedicated to the family:

Al Aubrey Brock Cathy Carolyn
Chuck David Donza Jean Luke
Marnee Mary Rose Paul Rusty
and 17 gerbils

TABLE OF CONTENTS

I. INTRODUCTION.. 1

Summarizes the expected products, actual products, and major findings.

- A. HISTORY: BEYOND TITLE IX AND TITLE II........................ 1
- B. WHO THIS BOOK IS FOR........................ 2
- C. THE COMPANION VOLUMES........................ 2
- D. WHAT IT WOULD TAKE TO REPRODUCE THIS PROGRAM........................ 3
- E. EXPECTED AND ACTUAL PRODUCTS........................ 3
  - 1. THE STATE-WIDE MODEL........................ 3
  - 2. PRODUCTS FROM NEW PIONEERS-ELEMENTARY AND SECONDARY........................ 5
  - 3. PRODUCTS FROM NEW PIONEERS-VOCATIONAL........................ 6
- F. MAJOR FINDINGS........................ 6
  - 1. "USING THE SYSTEM TO CHANGE THE SYSTEM"........................ 6
  - 2. STRATEGIC APPROACH FOR EACH FOUR COMPONENTS........................ 6
  - 3. ALL COMPONENTS RESPOND TO SAME PHILOSOPHICAL APPROACH........................ 7
  - 4. FUNCTIONING AS A GENERALIST IS CRUCIAL........................ 8

II. THE STORY OF NEW PIONEERS-ELEMENTARY AND SECONDARY........................ 9

Describes, in roughly chronological order, the trials, errors, and discoveries of our major efforts. We hope this approach will give a better idea of why things did and didn't work than a more cut-and-dried scholarly work.

- A. THE NATURE OF THE AGENCY........................ 9

- B. OUR PLACE IN THE SYSTEM........................ 11
  - 1. ORGANIZATIONAL........................ 11
  - 2. PHYSICAL........................ 12

- C. THE PROJECT STAFF........................ 13
  - 1. CONSULTANTS........................ 13
  - 2. SECRETARIES........................ 16

- D. THE STATE EDUCATION AGENCY........................ 19
  - 1. SUMMARY AND TIMELINE........................ 19
  - 2. RAISING AWARENESS OF STATE STAFF........................ 20
  - 3. DIVISIONAL PLANS AND ACTIVITIES........................ 22

- E. LOCAL EDUCATION AGENCIES........................ 43
  - 1. SUMMARY AND TIMELINE........................ 43
  - 2. GAINING ACCESS........................ 44
  - 3. THE PLANNING WORKSHOPS........................ 46
  - 4. NEW PIONEERS SEMINARS-THE SUMMER INSTITUTE........................ 53
  - 5. THE PROGRAMS BACK HOME........................ 68

(Table of Contents, Continued)

6. PROVIDING FOLLOW-UP AND SUPPORT SERVICES TO LOCAL SEMINAR LEADERS.................. 72
7. IMPACT ON THE SEMINAR LEADERS.................. 75
8. WORKING WITH STUDENTS.................. 76

F. TEACHER EDUCATION.................. 81
1. SUMMARY AND TIMELINE.................. 81
2. TEACHER EDUCATION'S PLACE IN THE SYSTEM.................. 82
3. IMPORTANCE OF TEACHER EDUCATION.................. 83
4. REDEFINING OBJECTIVES AND STRATEGIES.................. 83
5. THE PLANNING AND AWARENESS CONFERENCE.................. 87
6. PLAN FOR THE FUTURE: SPIRAL CONFERENCES.................. 90
7. STATE AGENCY LEVERAGE.................. 91

G. COMMUNITY INVOLVEMENT.................. 95
1. SUMMARY AND TIMELINE.................. 95
2. OBJECTIVES.................. 96
3. OVERALL STRATEGY.................. 96
4. POSSIBLE ACTIVITIES.................. 97
5. WHY WE THINK IT WOULD WORK.................. 98
6. IS IT WORTH THE EFFORT? A CASE HISTORY: THE EXTENSION HOMEMAKERS.................. 99

H. CONCLUSION.................. 101

III. RECOMMENDATIONS.................. 105

A. GENERAL PHILOSOPHICAL APPROACH.................. 105
B. RECOMMENDATIONS FOR SETTING UP THE PROGRAM.................. 111
C. STRATEGIES AND ACTIVITIES FOR THE PROGRAM STAFF.................. 121
D. STRATEGIC APPROACHES FOR THE FOUR COMPONENTS.................. 145
E. STRATEGIES AND ACTIVITIES FOR STATE AGENCY DIVISIONS.................. 161
F. STRATEGIES AND ACTIVITIES FOR LOCAL EDUCATION AGENCIES.................. 167
G. STRATEGIES AND ACTIVITIES FOR TEACHER EDUCATION INSTITUTIONS.................. 179
H. STRATEGIES AND ACTIVITIES FOR COMMUNITY ORGANIZATIONS.................. 189

IV. PLANNING GUIDES.................. 193

A. LOCAL EDUCATION AGENCY TEAM.................. 195
B. SEMINAR LEADER.................. 211
C. TEACHER EDUCATION INSTITUTION TEAM.................. 243
D. STATE STAFF.................. 261
E. INDIVIDUAL TEACHERS AND CURRICULUM COMMITTEES.................. 265

(Table of Contents, Continued)

V. APPENDICES.. 269

A. UNCONSCIOUS WELL-INTENDED BEHAVIORS EXERCISE.................. 271
B. STUDENT OBSERVATION DIARIES..................................... 275
C. SUMMARY OF DIARY RESULTS.. 279
D. SCHOOL FOOD SERVICE WORKSHOP OUTLINE............................ 281
E. IMAGE EQUALITY FLYER.. 283
F. PLANNING WORKSHOP COMPOSITE EVALUATION.......................... 285
G. PLANNING WORKSHOP FOLLOW-UP QUESTIONNAIRE....................... 287
H. SAMPLE, GENERAL WORKSHOP EVALUATION FORM......................... 291
I. REPRESENTATIVE COMMENTS FROM THE TRAINING INSTITUTE............. 293
J. FOLLOW-UP CONFERENCE AGENDA..................................... 295
K. TEACHER EDUCATION INTEREST ASSESSMENT........................... 297
L. COMMUNITY GROUPS INTEREST ASSESSMENT
   AND ACTIVITY LIST... 299

NOTES ON LANGUAGE

Pioneer. Any student or worker in a field ordinarily associated with the other sex, e.g., a girl in masonry, a boy in shorthand, a female astronaut, a male kindergarten teacher.

They. Used in the singular, to replace the grammatically conventional impersonal he, as in the sentence "Everyone prepared their own plan." This common usage is simpler than "he or she", less disruptive than inventing a new word, easily understood, and has been accepted by the National Council of Teachers of English. For anyone who is interested in the language issue, please see Seminar IV in the Seminar Leader's Handbook for data demonstrating that the impersonal he does influence thinking, and highly respectable grammatical arguments and literary precedents supporting use of they in the singular.

ACKNOWLEDGEMENTS

In a sense, this whole volume is an "acknowledgements" section. The point of New Pioneers was that other people should do the work, and they did, beyond expectations. In fact, we were often bemused: "Why do you suppose he's put so much into it?" was a comment made more than once about some busy administrator who had stuck his (or her) neck out and kept it there. I hope our sense of wonder and appreciation comes through in every page.

Therefore, I would like to use this space to focus on the people who are invisible because they're telling the tale: the staff of New Pioneers.

In order of appearance:

Linda Mull Powell, the program's first secretary. Articulate and gentle, she fielded questions from an angry local administrator who kept her on the phone for two hours one day, and so created one of the program's most solid backers.

Gail Vanderbeck Smith, whose engaging smile and evident executive abilities earned us compliments from every visitor, and who held the brand new staff together when the director became a mother overnight.

Bettie Branch, who set up our library, and produced the first volume of this series.

Sylvia Crudup Cole, who juggled being a single parent, a church organist, and a member of the IWY Planning Committee while assembling the command squad of teacher educators, and is already reaching out as a published writer on the relevance of sexism for the Black Community.

Gary Ridout, the pioneer among pioneers, who with warmth and grace and strength has broken through the stereotype that sex equity is for women only, giving women a wider perspective and making men feel included.

Marge Keyes, who conducted the resource survey, and whose steady warmth and twinkle made her the emotional lightening rod for us all.

Connie Phthisic, who at the age of 22 came into the chaos caused by Gail's departure and created calm, learning to manage the intricacies of the agency with such unflappable certainty and cheer that it looked easy.

Jerri Jones Wise, who had been one of us from the very beginning. Whose deep feminist understanding, commitment to children and talent for friendship have made a combination extraordinary.

Helen Nixon, who gave Gary his first taste of the glories of a good secretary.

Wanda Evans, whose willingness and good temper were a delight, and whose welcoming smile lit up the office.

Christie Hafer and Sally Ikeler, who waded gallantly through unfamiliar tapes and miserable handwriting and who, though they were temporary, seemed like permanent parts of the crew.

Jane Leary, who with generosity, good talk at midnight, and the best grin in North Carolina, went the seventh mile with this manuscript.

and

Dudley Flood, who blazed the trail, and whose definition of supervision seemed to be total access, total support and a continuing contribution of insight and affirmation.

Judy Powell, Dudley's secretary, to whom we all turned as a sounding board, and whose lightening hands fascinated us as they floated over her typewriter keys as though they had minds of their own.

You have all taught me what it means to be a team, while we rode the whirlwind. Thank you.

Amanda J. Smith

Amanda J. Smith

November 30, 1978
Durham, North Carolina

I. INTRODUCTION

A. HISTORY: BEYOND TITLE IX AND TITLE II

New Pioneers, the North Carolina program to expand sex roles through elementary and secondary education, grew out of the New Pioneers project to eliminate sex bias in occupational (now called vocational) education, which ran from July 1974 through August 1976, and was funded under Part C Occupational Research monies.

New Pioneers-Vocational was a systemic statewide effort, with a staff of two, the project director and a secretary, and a budget of about $40,000 a year. It was implemented through plans prepared by the state staff of each vocational service area, plans prepared by the Local Directors of Vocational Education, and summer institutes for training local seminar leaders to conduct certificate renewal credit courses on sex roles and learning.

Among the results, after one year's effort, nearly 1,000 more girls in Agriculture, 700 more girls in Trade and Industrial programs, and over 1,300 more boys in Home Economics. The numbers are still going up.

New Pioneers-Vocational demonstrated that a systemic approach could work, and that training local leaders was effective. But, over and over vocational educators insisted, "We can't do this alone. By the time students come to us they have already made important choices. And even when they enroll in our programs, their other teachers and their parents are a big influence. Our efforts should be part of an across-the-board plan."

As Title II of the 1976 Vocational Education Amendments requires every state to spend $50,000 of its vocational monies on expanding sex roles, it seems likely that the frustration we experienced in a vocationally limited program may be felt elsewhere.

We hope this program may provide a model which will at least partly answer that need, as it tries to supply that across-the-board plan by which the entire public school system can reach beyond vocational education and beyond the compliance requirements of Title IX.

B. WHO THIS BOOK IS FOR

Ideally, this book is addressed to our counterparts in other state agencies: Generalists with a full-time responsibility for expanding sex roles. However, the philosophical approach and the separate components should also be useful for

- Vocational Sex Equity Coordinators who wish to reach out to other subject areas
- Title IX Coordinators who wish to go beyond narrow compliance with the law
- State staff, teacher educators, local administrators or curriculum planners, teachers and community leaders who wish to develop their own plans for expanding sex role perceptions.
- Any one who wishes to train others in conducting seminars on sex roles and learning, or conduct such seminars themselves.

C. THE COMPANION VOLUMES

This book is a companion-piece to New Pioneers, A Project to Eliminate Sex Bias in Occupational Education: Reflections and Recommendations. (North Carolina Department of Public Instruction, 1977.) As each volume is designed to stand alone, the present volume overlaps with the previous one when a description of earlier events is needed to make sense of the later ones. The first volume is recommended for anyone focusing on vocational education, or wanting more detail on how some of our basic approaches were developed.

The Seminar Leader's Handbook (known informally as the Black Book) contains the ten substantive sessions on expanding sex role perceptions, and also gives detailed advice on conducting local seminars and helping local teachers plan. This volume is the heart of both the vocational and the system-wide programs.

D. WHAT IT WOULD TAKE TO REPRODUCE THIS PROGRAM

To reproduce the program in full, we would recommend one full-time specialist for each of the four components of the system, and two full-time secretaries. We found it takes a year for any component to get well started and another two years to get established. To "close the grid," so that all components are working well together, we would estimate a total of three to five years. After this, the staff's function would change to maintaining and extending the program rather than establishing it. We cannot now predict when the program would become unnecessary.

At North Carolina wage scales, a budget of $125,000 annually would be adequate but not magnificent. The cost effectiveness of the program is high: all local and university programs are at local expense. Our costs were largely for travel and per diem to bring people together, or to go to them. Some funds should be budgeted for similar use by other divisions in the state agency.

A minimal program with one specialist and one secretary could be run for about $45,000 a year.

E. EXPECTED AND ACTUAL PRODUCTS

1. THE STATE-WIDE MODEL

We set out to create a self-supporting, self-reinforcing grid, by first establishing a strategic model for working with four components of the public education system: the state education agency, the local education agencies, teacher education institutions, the existing network of community organizations, and then making the connections between them so that they would work with each other.

We did set the grid in place, by developing a model for working with each system, but lack of time and staff prevented closing it: the separate components did not develop systematic ways of working together. However, these groups already have working relationships, and we believe the momentum is there for at least some of the connections to form on their own.

a. The State Agency

We developed a successful strategic approach for working with fellow state staff, and tested a variety of activities. However, late funding meant the effective loss of one year, and it was not possible to prepare tested, curriculum specific, teaching materials.

b. The Local Education Agencies (LEAs)

As anticipated, we refined the system for training local seminar leaders developed under New Pioneer-Vocational and refined the training materials. An unexpected accomplishment: we developed a model for one-day planning workshops which enabled LEA teams to meet two objectives: to create an informed nucleus of supportive people in the central office, and to write a system-wide plan for expanding sex roles.

c. Teacher Education

We jetisoned both original objectives, an in-service model for college professors and a separate course on sex roles and learning, as inappropriate to the dynamics of the teacher education systems. We developed instead a model of "spiral" conferences in which individual professors would attend professional development workshops, develop modules on sex roles to be used within their ongoing classes, demonstrate these models to each other and any newcomers, then field test each others' modules or undertake new ones.

d. Community Groups

We determined that community groups were eager consumers of our services - speaking, holding workshops, etc., and they were open to the suggestion of autonomous projects. We established sufficient understanding and rapport with statewide groups to develop a model which we believe could be effectively implemented. However, it would require the same type of training and support we provided the other three groups, and for this we lacked sufficient staff.

2. PRODUCTS FROM NEW PIONEERS-ELEMENTARY AND SECONDARY

a. The over-all statewide model with appropriate strategic approaches for

    (i) The State Education Agency

    (ii) The Local Education Agency

    (iii) Teacher Education Institutions

    (iv) Community Organizations

b. A variety of strategies, as developed with other divisions in the state agency.

c. A continuing series of annotated bibliographies mailed annually to all schools.

d. The model for training local seminar leaders, with a complete set of training materials.

e. A list of suitable projects for local community groups.

f. A model for a one-day awareness and planning workshop.

g. A set of planning guides for

    (i) State staff members

    (ii) LEA teams

    (iii) Local seminar leaders

    (iv) Individual teachers or curriculum committees

    (v) Teacher educators

h. A nucleus of highly promotable people who are not only effective change agents but who are already moving into positions of increasing authority. They include:

- about 75 state staffers whose involvement justifies saying that they have achieved a level of understanding, as distinct from simple awareness.
- 153 trained seminar leaders.
- 3,500 (a conservative estimate) participants in local 10-20 hour seminars.
- 15 teacher educators committed to continuing leadership and curriculum development.

3. PRODUCTS FROM NEW PIONEERS-VOCATIONAL

a. Strategic model for state-wide agency-based program to expand sex roles in vocational education.

b "I'm Glad I'm a She! I'm Glad I'm a He!" 25 minute introductory filmstrip to show what sex bias is, how it hurts children, and give informal suggestions of what to do about it. (Available on loan from Division of Vocational Education, North Carolina Department of Public Instruction, Raleigh, North Carolina).

F. MAJOR FINDINGS

1. "USING THE SYSTEM TO CHANGE THE SYSTEM" CAN WORK AT ALL LEVELS OF EDUCATION

An office in the state education agency can indeed effectively expand sex role perceptions throughout public education, functioning as a catalyst for four major components of "the system," provided this office is perceived as permanent and has top administrative backing.

2. EACH OF THE FOUR COMPONENTS OF THE SYSTEM NEEDS A DIFFERENT STRATEGIC APPROACH

The four "systems" each have different roles and different internal dynamics, and therefore, strategies and activities that fit easily into the functions of one group will miss the mark entirely with another, despite comparable commitment and competence.

3. ALL COMPONENTS RESPOND TO THE SAME PHILOSOPHICAL APPROACH

Although different roles require different activites, we found that at a human level state staff members, local administrators and teachers, teacher educators, and community leaders all responded very similarly. New Pioneers-Vocational showed us that the philosophical approach was the key to the program. New Pioneer-Elementary and Secondary forced us to broaden and deepen this approach. The key:

Sex bias is not a "new problem" to further burden people who have enough problems already. Nor is its elimination an end in itself. Rather, understanding the dynamics of sex bias leads to new insights into old problems, and provides new approaches to solving them. Thus our most important philosophical touchstone: Start with problems people already know they have.

This does not mean that everyone is concerned with the same problem. Interest varies widely among individuals, and somewhat among groups. For example, we found elementary teachers more concerned about family violence, while secondary teachers were more concerned about teenage pregnancy. However, all responded to the idea that there are urgent societal problems which we have never stopped to realize are at least partially grounded in sex stereotypes.

The full list of eight philosophical "Touchstones of Success":

1. Start with problems people already know they have.
2. Look for opportunity, not guilt.
3. Distinguish between sex discrimination and sex bias.
4. Understand first, act later.
5. Keep a balanced program: include men.
6. Talk openly about how sexism affects minorities.
7. Never laugh at anyone.
8. Laugh as much as possible with others, at yourself.

4. FUNCTIONING AS A GENERALIST IS CRUCIAL

It was because we were pushed beyond the convenient goals of mixing enrollments and compliance with Title IX that we were forced to reach for deeper connections between sex roles and learning. Only a system-wide approach can involve everyone, and address the values questions which are at the same time the major barriers to change and the reasons why change is necessary.

Thus our experience convinces us that a permanent staff devoted to expanding sex role perceptions will provide the education system a profoundly positive force for something very simple: just plain good education.

II. THE STORY OF NEW PIONEERS ELEMENTARY AND SECONDARY

A. THE NATURE OF THE AGENCY

The North Carolina Department of Public Instruction is made up of 29 Divisions and 677 people. Grounded in the philosophy of the State Superintendent, A. Craig Phillips, the agency perceives itself as a service organization, rather than regulatory or supervisory. Thus staff members who in other states might be called supervisors are called consultants in North Carolina. Our function is to offer consulting services to local school systems, not to tell them what to do.

Although Federally funded programs may be well staffed (Vocational Education has 54 consultants), the divisions which are dependent entirely on state funding are small. There are only four or five consultants each in Languages, Science and Social Studies. Their duties are primarily curricular, helping teachers throughout the state improve teaching programs. North Carolina is big, 14 hours from one end to the other, and so they live on the highways. Most of them work very hard.

State staff are public servants, and they spend a good deal of time putting out fires and meeting other people's agendas. Consultants have a steady frustration, which we shared, of never being really in control of their own time, never quite being able to make a cohesive plan and then stick to it. It's in the nature of the business.

We functioned as regular members of the agency, providing services to LEAs (local education agencies) and teacher education institutions. We differed from other state staff in two ways: we initiated many of our field activities, while most consultants spend most of their time responding to requests, and we were expected to have an impact on fellow consultants.

The project took place during a time when North Carolina had just elected an "education governor" whose personal devotion to education, and whose political awareness of a "back to basics" groundswell, had increased emphasis and funding for basic math and reading. The legislature had recently required a statewide Annual Testing Program, with substantive tests at the first, second, third, sixth, and ninth grades, and a Minimum Compentency Test in the eleventh grade. These priorities overshadowed the work of all state staff during these two years.

B. OUR PLACE IN THE SYSTEM

Where the program is placed in the organization is important to its effectiveness, especially in its relationship with other divisions in the state agency. It matters somewhat less with LEAs, teacher education institutions, and community groups, as to some extent all those outside the agency view it as monolithic.

1. ORGANIZATIONAL

New Pioneers-Vocational was a research project in the Division of Vocational Education, in the area of Instructional Services. New Pioneers-Elementary and Secondary functioned as the Division of Equal Education, in the area of Student Services.

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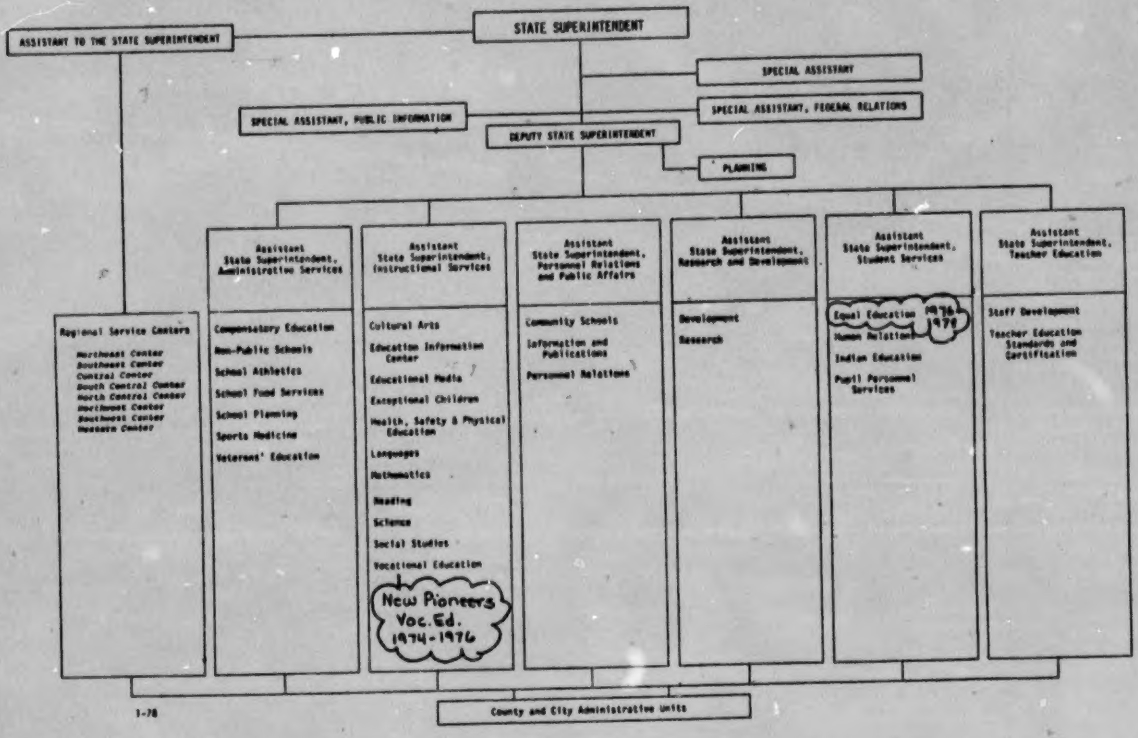
STATE SUPERINTENDENT
ASSISTANT TO THE STATE SUPERINTENDENT
SPECIAL ASSISTANT
SPECIAL ASSISTANT, PUBLIC INFORMATION
SPECIAL ASSISTANT, FEDERAL RELATIONS
DEPUTY STATE SUPERINTENDENT
PLANNING
Regional Service Centers
Northeast Center
Southeast Center
Central Center
South Central Center
North Central Center
Northwest Center
Southwest Center
Western Center
Assistant State Superintendent, Administrative Services
Compensatory Education
Non-Public Schools
School Athletics
School Food Services
School Planning
Sports Medicine
Veterans' Education
Assistant State Superintendent, Instructional Services
Cultural Arts
Education Information Center
Educational Media
Exceptional Children
Health, Safety & Physical Education
Languages
Mathematics
Reading
Science
Social Studies
Vocational Education
New Pioneers Voc.Ed. 1974-1976
Assistant State Superintendent, Personnel Relations and Public Affairs
Community Schools
Information and Publications
Personnel Relations
Assistant State Superintendent, Research and Development
Development
Research
Assistant State Superintendent, Student Services
Equal Education
1976-1979
Human Relations
Indian Education
Pupil Personnel Services
Assistant State Superintendent, Teacher Education
Staff Development
Teacher Education Standards and Certification
County and City Administrative Units
1-78

The organizational advantage of being a member of the Division of Vocational Education was regular attendance at the Instructional Services Division Director's meetings. However, this attendance was by invitation, not ex officio. As the Instructional Services area contained more divisions with whom we wished to work than any other area, this regular contact was useful. The disadvantages were that project status was perceived as temporary, we were low on the totem pole, not seen as an equal by division directors, and we had little time for working outside the Division of Vocational Education.

Operating as an independent division within the area of Student Services had the advantage that we had been given a mandate to work with all areas, and that the division director was an equal though not a superior of all other division directors. As a division director, she automatically attended the quarterly Executive Council Meetings of the top agency staff. The division was perceived as permanent.

The disadvantage of this location in the agency was that we were separated from Instructional Services, and therefore had less automatic contact with them.

2. PHYSICAL

At first the program was located in rented offices outside the main Education Building. This was a real drawback, as it eliminated most informal contacts. Moving to the building gave us elevator conversations and unplanned cups of coffee in the basement sandwich shop, and made it easy for people to drop in with anecdotes and inspirations.

C. THE PROJECT STAFF

1. CONSULTANTS

a. Hiring.

As New Pioneers-Elementary and Secondary began, the staff consisted of two white women, Amanda Smith, director, and Gail Smith, secretary. Amanda had taught English at the Manhattan Vocational Technical High School and directed New Pioneers-Vocational. Gail had been secretary to New Pioneers-Vocational.

Advertisements were placed in newspapers state wide, aimed at minority and white readership, for a position as "Human Relations Specialist,I." Sex bias was not mentioned, as we were required to use the official position description. Over 300 applications were received and evaluated, over 25 interviews conducted. In addition, many people applied for the position who had heard about it by word of mouth.

Given the misconceptions about expanding sex roles, we think we got a wide range of applicants because sex bias wasn't mentioned. It turned out that no one whom we called for an interview refused, and those who withdrew their applications did so bacause of problems with travel or pay, not the issue.

We were interested in:

- enthusiasm about expanding sex roles
- the ability to relate warmly to all kinds of people
- elementary or secondary classroom experience
- university experience
- vocational background
- counseling background
- a minority female
- a white male
- knowledge of sex roles

We wanted people who would be perceived as members of our target groups, public school teachers and teacher educators. A vocational person could most effectively maintain the program already begun in Vocational Education. A counselor would not only relate to a pivotal target group, but would likely be well grounded in interpersonal skills.

We considered race and sex legitimate criteria, simply because this is a job about race and sex. (Though we were acutely aware of the irony that the whole point of our effort was to eliminate such considerations!) It is white men that tend to be blamed for everything, and it is minority women who are asked to choose between two parts of their identity in the question, "Are you Black/Indian first or female first?" We felt we needed their viewpoint, the access and communication advantages they could give us with those members of our target groups who would identify strongly with them. We did not preclude minority men or white women, and interviewed many of both, but given the high quality of applicants of all descriptions, we had very little conflict in making the final decision.

It is philosophically troublesome that a knowledge of sex roles should rank below other criteria. So many women have labored so long, without pay, to bring problems of sex roles to the public's attention. Surely they deserve the paying jobs. Indeed they do, but in the end we opted for classroom experience. Academic experts in "Women's Studies" may know the sociology but have trouble relating to school teachers. Political activists may have come to the issue because of personal pain, and the resulting trauma likely will transmit itself in working with others.

Further, it has been our experience that a person who is enthusiastic about expanding sex roles can become informed very quickly. Our own success in training seminar leaders, who openly used their own previous biased behavior to illustrate points, supports this opinion.

All our wishes were granted, in the persons of Sylvia Crudup Cole and Gary Ridout. Sylvia, a Black woman, came to us from the career counseling center at North Carolina State University. Gary, a white man, had taught for four years at Broughton High School as an Industrial Cooperative Training coordinator. Incidentally, experience demonstrated that our guess had been right; their school based experience did enable them to relate well to teachers, and their race and sex did give them access to a set of concerns that might have been less available to a white female. Our race and sex balance was important not to meet a quota but as a communication tool. Black men and Indians of both sexes were unrepresented, so we were delighted when Oliver Johnson, a Black member of the Division of Human Relations, worked with us in presenting "How Sex Bias Hurts Men." When the 1977 Summer Institute included a Lumbee woman and a Haliwa woman, we added their names to our resource list with alacrity. (All three of these people proved to be especially effective.)

In the fall of 1977, in compliance with Title II of the Vocational Amendments, a full-time Vocational Sex Equity Coordinator was appointed. Though vocationally funded, this position was placed in the Division of Equal Education, to keep all efforts to expand sex roles together. As Gary Ridout had a vocational background and had been working as a generalist in sex equity for a year, he was a logical person to fill this position. The resulting vacancy on our payroll gave us a chance to expand our expertise. Again, we were lucky. Jerri Jones Wise, a white woman, had come to our first Summer Institute, had taught the program four times to fellow teachers, and was President of Raleigh N.O.W. She had chaired the N.O.W. committee which had been evaluating materials and preparing our annotated bibliographies for three years. Most important, she had been practicing non-sexist teaching on her hands and knees for five years, in the first, second, and third grades, in two very different schools. To both teachers and to Summer Institute participants she could say, "I have been there."

b. Training.

We began with a two-day retreat for our entire staff, consultants and secretaries. As facilitator we had Gail Powell, the Title IX technical assistance expert from the Division of Human Relations. We alternated between team building activities led by Gail, and substantive sessions on sex bias led by Amanda, taken from the Summer Institute material. The retreat gave us a solid beginning as a group. We followed up with weekly in-office seminars to complete the remaining materials from the Summer Institute. For the consultants, further staff training was accomplished by the sink-or-swim technique. From their first week on the job, they accepted invitations to speak, first with students and then with faculty. For the first few months, they taped their presentations for their own review and for Amanda to listen to and comment on. This provided an opportunity for constructive feedback on both style and substance, while letting them function as independent staff members as soon as possible.

When Jerri joined the staff she was already knowledgeable about sex bias. Training in consultant skills was handled informally, as she traveled with other staff members and talked over her independent experiences with them.

In the spring of 1978 we held a series of retreats for the purpose of revising the summer training materials. These days also proved to be useful staff training. Though we had all learned to field questions in workshops, we gained from exploring issues thoughtfully with each other. These discussions demonstrated the need for continuing staff development for anyone dealing in sex roles. The field is moving so fast, and has relevance for so much of human experience, that no one-time staff training can be adequate.

c. Duties.

We were all generalists and interchangeably accepted invitations to conduct basic workshops or hold sessions in local inservice courses. We each took managerial responsibility for specific components of the project, but a particular function might be performed by whomever had the time or particular skills. Thus Amanda managed the SEA component, Sylvia the Teacher Education, Gary and Jerri the LEAs and community groups; but Gary worked with Vocational Education in the SEA and Amanda made the presentations to the local Superintendents' Councils. The person in charge had the responsibility for seeing that things got done, but not for doing everything themselves.

2. SECRETARIES

The role of the secretary is itself an important concern for anyone interested in expanding sex roles. The nervous joke of "She really runs the place, I'm only a figurehead," point up the inequity of secretaries' salaries, the fact that few secretaries are ever promoted into management, and the problem that people with vastly different skills and responsibilities all carry the same title.

These issues had come to the fore during New Pioneers-Vocational, when the secretaries who were members of the agency-wide sex bias task force asked for a special session on sex bias in the clerical professions. This two-hour workshop was eventually extended to all secretaries in the agency, of whom about three-quarters attended. From this series of workshops grew a committee called "Professional Office Personnel," which addressed itself to problems of secretaries in the agency. Informal results included the rearrangement of some office housekeeping duties in many offices, plus unmeasured changes in self-concept on the part of individual secretaries. From the point of view of New Pioneers, another advantage was increased understanding and acceptance of our purpose by an overlooked but influential group of people.

a. Hiring.

Because of our conviction that the secretary should function as a full member of the team, we tended to look for qualifications that included self-confidence and a good head on her shoulders, as distinct from purely technical skills. (That is not a generic she. Try as we might, we never could get a male applicant for the position.)

At the beginning of New Pioneers-Elementary and Secondary Bettie Branch, a Black woman, joined the staff as secretary to the two new consultants. In the summer of 1977, both Gail and Bettie accepted other positions. Connie Phthisic and Marge Keyes, both white, replaced them.

b. Duties.

There are secretaries in our agency that, if their boss is out for three days, run out of things to do. Our secretaries never suffered from this problem, because we did not operate on a task-by-task basis. Each secretary had her own set of continuing responsibilities, and frequently greeted the consultants' absence with a sigh of relief, "Now I can get my work done." The director's secretary functioned as an administrative assistant and office manager, handling the budget and coordinating conferences. The consultants' secretary managed the library and coordinated the Teacher Education conferences. They were expected to be able to discuss the work of the division, both with visitors to the office and with those who telephoned. Their skill at presenting themselves as competent individuals rather than message takers earned us many a compliment and saved us many a crisis, when people concerned over some aspect of sex roles called and the consultants were out of the office.

Honesty compels us to admit that working with secretaries in this way has a serious disadvantage: high turnover. This turnover is not based on discontent with the job, but on the fact that the job itself has expanded their horizons and developed valuable skills. New Pioneers ex-secretaries include one who went back to college to be a CPA, two who went to private industry as conference coordinator and as office manager, two who transferred in the agency with an increase in responsibility.

The only way to live with it is to send them on their way with a grin, and keep working for the day when all secretaries, female and male, are respected members of the team, paid what they're worth!

D. THE STATE EDUCATION AGENCY

1. SUMMARY AND TIMELINE

Because the project began in September rather than July, we lost the chance for preliminary agency-wide in-service and for planning for the 1976-77 school year. Our real effort with the state agency therefore began in the spring of 1977, with several divisions committing themselves to a variety of activities which were carried out in the school year of 1977-78.

We found that it is indeed possible to involve the enormous resources and leverage of a state agency for expanding sex roles through the education system. We identified a variety of organizational and philosophical approaches which work well, and some which definitely do not!

The SEA component of the project was managed by Amanda Smith.

1976	
November 19	Introductory session with Divisions of Social Studies, Languages, Cultural Arts.
December	Informal liason. All state staff, including ourselves, very busy in the field.
1977	
January-March	Informal liason and field work continued.
April-May	Meetings with Divisions Directors to make plans, write continuing proposal.
July 11-August 1	Summer Seminars.
October 11	Language Arts Supervisors Awareness and Planning Conference.
October 31-November 1	Social Studies Workshop.
November 8	Presentation to Textbook Commission.
December 14	Three-hour session with Human Relations.
1978	
January 11-12	Early Childhood/Reading Retreat.
January 24-25	Math Conference.
February 24	Panel at Social Studies Conference.
March 14	School Food Services Staff Workshop.
August 1-3	Math Conference.

2. RAISING AWARENESS OF STATE STAFF

The essential advantages and disadvantages of working with state staff are the flip sides of the same coin: you are their colleague and equal. No one else will understand your problems as well. No one else can give you such good advice. Fellow state staff will close ranks at the thought of your losing your funding, being criticized by a local superintendent, or being so overloaded you forgot an appointment. But they have no precedent at all to look to you as someone who can teach them. They are a collection of equals in different fields. They look outside for their experts, and they find their own. If part of your mandate is to raise awareness in fellow state staff, special approaches will be necessary. This is not to say that state staff is more resistent to expanding sex roles than anyone else. Indeed, some individuals who knew themselves to be innovative change agents were dismayed at their own lack of responsiveness to our efforts. One, thinking back over the two years, explained it this way: "Most instructional service consultants are constantly 'giving' workshops. They are always in the leadership role, and it was very difficult to become another of many participants. We were not closed to it, we were just not used to it. Had we been conscious of it, we probably would have been in a different posture entirely."

Here's what happened.

a. Direct in-service, agency-wide.

New Pioneers-Vocational had taught us that awareness and understanding must precede activity, and in most cases must precede even planning.

Our original commitment had been for an agency-wide two-hour presentation, explaining our goals and providing a basic overview of the substance and philosophy of our approach. Having thus laid a groundwork and, we hoped, dispelled the basic misconceptions we expected to exist about a program to expand sex roles, we would work individually with each division, providing further in-service training and making plans for how each could incorporate the goals of Equal Education into their daily work.

However, delays in funding meant we began in October. Agency-wide in-service was impossible at this point, because October is one of the busiest months of the year for state staff. Dr. Jerome Melton, Deputy Superintendent of the agency, who had approved the agency-wide meeting, now agreed that we would have to do the best we could working with divisions individually.

Our next chance for a general program came in the summer of '77, but it was decided that the all-agency meeting would now be inappropriate. Therefore we offered a series of four, four-hour seminars based on the substance of our local in-service course. These sessions were to be "for interest only," not planning sessions, as state staff had had no opportunity to find out how interesting expanding sex roles can be! They were conducted on a purely voluntary basis, after surveying the agency to assure that there was some interest. We sent memos to each division, and put out a flyer with the list of topics in each elevator, headlined "Beat the Summer Slump!" A total of forty people were involved, with an average of twenty-five at each session. Certificate renewal credit was granted to those state consultants who were maintaining teaching certificates.

The seminars were highly successful in terms of participants' own evaluations. One married couple attended regularly, and strongly reinforced the idea of spouses going through the program together. The seminars advanced the goals of Equal Education by increasing the pool of aware and supportive people in the agency. However, there was little correlation between attendance at the seminars and the various divisions' own plans, for the simple reason that many of the consultants with specific responsibility for sex bias were unable to attend because of conflicting schedules.

Conclusion: for such seminars to be a reliable part of an overall program, attendance would have to be mandatory. However, the informal benefits of added understanding and acceptance were well worth our time.

b. Direct in-service, division level.

Providing in-service to individual divisions in the fall of '76 proved very difficult. This is the busiest time of the year, and divisional activities had already been planned during the spring and summer. By December, the closest we had come to an in-service program was one joint two-hour session one Friday afternoon with the Divisions of Languages, Social Studies, and Cultural Arts.

In an effort to demonstrate our openness to their ideas, we began by asking the assembled group to say what they hoped to get out of the meeting. One response: "Early!"

From this event we drew two conclusions: one, don't ever hold a meeting on Friday afternoon. Two, a reminder of something we'd already known: the problem in expanding sex roles is that most people don't know why they would be interested. Rather than asking them what they hoped for from the meeting, we should have moved quickly to letting them see its relevance for them.

The meeting itself had mixed reviews, and little came of it. There were no further efforts at state agency in-service during the '76-77 school year.

During '77-78, we discovered that divisional in-service is possible, if something happens to make sex bias a priority of the director, or if it serves some other goal of the division.

For example, the Division of School Food Services requested an afternoon's workshop as a demonstration of a program they were considering for cafeteria workers (see p.43). A two-day retreat for the Divisions of Early Childhood and Reading was motivated partly by the fact that the Early Childhood people had been looking for a way to work more closely with the Reading people. (Their wish was granted! See p.36).

c. Indirect in-service for state staff.

State staff are service and client oriented. If they are unwilling to put themselves in the learner role, or if they need a demonstration that your program has anything to offer their people, one strategy is to conduct a workshop or conference for their clients, which they will attend. However, you will need a solid advance commitment that they will stay there. It is S.O.P. for state consultants to go get a cup of coffee, run errands, or do their own work when they aren't on the program. They'll slip back in the room just before the end of your session, assess the expression of your audience and congratulate you, even invite you back, but they won't have heard a word. It isn't rudeness, it's habit. So-- put them all on a Reactor Panel, or something.

3. DIVISIONAL PLANS AND ACTIVITIES

a. The Spring Thaw of 1977.

Things relax a little bit in the agency when spring comes. Consultants have about done what they can in the field, and teachers are busy with exams and graduation. For us, the continuation proposal for our second year of funding was due.

The proposal provided a catalyst for us to approach division directors and offer to request money for their division, if we could settle on a plan. After our winter difficulties with in-service, we were unprepared for their enthusiastic cooperation. It turned out to be based on three factors:

- the timing was perfect. This was just when they were ready to start thinking about next year.
- we were offering money, though not very much. Most "grants" were around $1600. This motivation is not negligible, however, for divisions which routinely run out of travel and phone money in April or May (in a fiscal year ending June 30).
- their own sense of colleagueship, which now became an advantage. State staff respect and understand funding proposals! If their cooperation would help us get our grant, it was ours for the asking.

Thus, by June 1 we had commitments from nine divisions in an overall strategy in which the staff of each division would conduct a workshop or other activity, identify participants, and do any necessary research or preparation. Our staff would act as resource people, and provide travel, per diem, and printing or materials for workshop participants.

Before the year was out, some plans would change, some divisions drop out and others would be added, but at least now we had something solid to go forward with.

How did we decide whom to work with? We started with the core academic curriculum, Social Studies, Languages, Math and Science, and then moved on to whomever was interested. Sometimes they came to us. The final list was probably as much a product of luck and circumstances as anything.

Following is a discussion of those plans and activities which illustrate a strategic approach or a philosophical breakthrough, with any conclusions we drew, and implications for the future. Some of the activities were specific to the subject area, but many were a function of the division's management style and might be equally appropriate to some other area.

There are several important areas (Pupil Personnel Services, Athletics, Exceptional Children, Human Relations...) which have no separate section, because our work with them was informal, or illustrated no specific activity or philosophical breakthrough. We had a continuing interchange with many other divisions and individuals, sending each other materials, speaking at conferences or referring each other to people who needed workshops, calling about problems or pleasures we'd come across in the field. Their absence from the table of contents is an accident of organization, not a value judgment!

b. Social Studies: Resource Teachers

We knew we had a head start with Social Studies when we first walked into the office of the consultant assigned to work with us, Mary Vann Eslinger. On her door was a poster showing a line drawing of a Victorian girl in a garden, over a legend advising the women of America to raise more hell and fewer dahlias.

In many ways, Social Studies is the most obvious subject to deal with expanding sex roles. Not only does the curriculum deal with social forces, but the rise of Women's Studies programs all over the country gives Social Studies people a wealth of resources. However, the "Women's Studies" approach was just what the Social Studies staff wanted to avoid. They had seen Black Studies come and go as a passing fad, without making any important impact on the regular curriculum or teaching practices. They had seen how such specialized study tended to ghettoize the topic, so that only Black students took Black Studies and only girls took Women's Studies.

We heartily agreed. This is not to say that in a large high school, which has scores of mini-course offerings, topics special to women are not as appropriate as any other specialized study. It is to say that such courses should be seen as only one of the many available opportunities in Social Studies, and that no school should feel that they have "taken care of the problem" with a mini-course or two.

Resource teachers. The Social Studies staff hand-picked a small group of teachers to identify strategies, field test them, and present the results at their spring statewide conference. Two teachers were chosen from each of the eight regions in the state. They had in common that they were known to be good Social Studies teachers. At the same time they represented a wide spectrum of teaching styles, attitudes, ages, and included both women and men.

We gathered on the afternoon of October 31st for a general awareness session, then adjourned to Mary Vann's for dinner, spiced with visits from neighborhood trick-or-treaters.

The next day was devoted to strategies and planning. Each team of two teachers selected a general area of activity, and identified ways of working with these strategies in their own classrooms.

They left for home looking forward to their plans, and delighted at the workshop's substance. (Incidentally, this has been a standard reaction to New Pioneers workshops. School people are familiar with anti-discrimination laws, are tired of them and resent them. The New Pioneers distinction between discrimination and bias, the emphasis on how sex bias hurts men, and the standard practice of starting at the beginning with the sociology of bias before moving into classroom activities, consistently elicits enthusiasm.)

Mary Vann kept in touch through follow-up letters and telephone calls.

A projected second meeting was canceled, as the competency testing program monopolized the Social Studies staff's time. Instead, a panel of six of the teachers convened on February 23rd, the night before the statewide Social Studies Conference, to discuss their experiences. Mary Vann commented later that this meeting alone had convinced her of the validity of the approach: "That conversation was just plain good Social Studies."

The panel the next day was well attended. Some in the audience had taken part in the local sex bias courses, and were looking for more information specific to their curriculum. Copies of the individual teachers' materials were passed out, and the discussion was lively.

Some of the conclusions the teachers reached: "Teenagers are the toughest nuts to crack!" One teacher who did a unit on women in American history reported that a delegation of girls stayed after class one day. The leader informed him that they were not interested in women's lib, and would he please stop the unit? (He didn't.)

The teachers who felt most successful were those who found ways for the students to discover sex bias for themselves. One had a unit on polling. The class studied polls in general and then conducted four themselves, of which two were related to sex bias. The results: the most "liberated" group turned out to be those over 50. The most conservative were those between 30 and 40, and the teenagers. The teenagers were astonished.

Assessment. The use of resource teachers in the field is a sound strategy for a small staff to increase its reach. The teachers at the conference related well to the homemade "I tried it" approach, as presented by fellow teachers. The Social Studies staff is now interested in further developing these people as local resource leaders.

(See section on Textbooks, p.34 for comments on new Social Studies adoptions.)

c. Languages: A Supervisors' Planning Conference

The Division of Languages is in two parts, Language Arts (English) and Foreign Languages. The Director, Denny Wolfe, accepted expanding sex roles as being of curricular relevance to both areas, from the beginning, with reservations about specialized "Women in Literature" units rather similar to those Social Studies had about "Women's Studies."

There was no need for the Language Arts consultants to concentrate on development of materials, as NCTE, the National Council of Teachers of English, has excellent materials, many of them free. Particularly notable are their fine guidelines on non-sexist language, including the acceptance of "they" in the singular when referring to such pronouns as "everyone." (For more on this subject, see Seminar IV in our "Black Book.")

(i) Language Supervisors Conference. Denny was interested in a statewide conference of supervisors, as he needed a chance to explain some of his divisions' new services. We horsetraded over who would have how much time, and settled on half the morning for Languages, half for awareness of sex bias, and the afternoon for small group exercises and a structured planning guide to zero in on the opportunities for expanding sex roles inherent in the Languages curricula. We planned it for one day to save overnight costs and allow for a larger group. Most of the work in planning and preparing for the conference was done by Mary Sexton of the Language Arts staff. Participants were assured that we would understand why some of them were staring out of the window instead of hanging on our every pearly word. In the end, many said it was the best possible thing that could have happened. It gave them a good chance to get to know each other, on a subject which was neutral ground. Chalk up one more beneficial by-product of the program.

The conference agenda was prepared by Jerri Wise, our new consultant. We were fortunate to have Barbara Sprung, another WEEA Grantee, come and present her films and her materials. Her child development approach and Jerri's years of non-sexist teaching in the classroom combined to give a practical, child-oriented flavor which was very well received.

Consultants were unable to plan for the future, as the merger meant that they literally didn't know what it was. However, they evaluated the substance of the conference highly.

Assessment: This is the one division with which we have been able to really take our own advice of starting at the beginning with an in-depth in-service experience for state consultants. It was well received for several reasons: they had requested it, the major speaker was a recognized authority from out of state, and the workshop coordinator was a recent classroom teacher in their own field.

Despite the impossibility of writing firm plans at the retreat, this solid foundation has had permanent impact, such as including expanding sex roles as part of the summer training for reading aides, and as one of the priorities of the two-to-four preschool curriculum just being developed.

(ii) A special program: Better reading, better sex identity development and better parenting - all for the price of a bus ride. We didn't invent this program, but we tell everybody about it who will hold still, because it rings so many bells.

In Greensboro, high school remedial reading students are tutoring first graders. As the remedial program is predominantly male, this accomplishes many things: the first-graders are getting a good dose of male companionship, crucial for the healthy development of both boys and girls. They are getting reading help from that very segment of the population which they may think is least likely to give it: high school boys, so that to the extent that little boys perceive reading as feminine, this program is an important antidote. The teenagers are getting the basic reading drill they so badly need, but which they find difficult to accept for themselves. And finally, they are being exposed to small children and finding out just how fascinating they can be. Whether this manifests itself in a decision to go into a profession related to small children, or simply to alter their own parenting patterns, everyone is a winner.

recruited by means of a mailed memo, and by follow-up phone calls. Attendance was good (41 out of 143 school systems) largely because of the follow-up telephone calls.

The awareness session, general discussion, and small group exercises went well; however, the planning session was a disappointment. Most participants took one look at the planning guide, said "I can't do this alone," and went home! The room was nearly empty 15 minutes after the planning session began.

Written evaluations of the conference showed that participants had enjoyed the awareness session, and felt the topic was germane to their work. However, the results of a mailed follow-up questionnaire indicated that very few ever wrote a plan. This bears out our conviction that writing things down tends to make them more likely to happen, and that it is important to make sure that plans actually get written at the conference.

Assessment: Planners need some kind of support group. If the conference is for individuals rather than teams, it would likely work better to have small groups work out possible approaches for each objective, share results in the large group, and then spend a relatively short time jotting down their own choices to form their own plan.

A substantive session scheduled after the planning session might also serve to give people something to stay for.

Perhaps the most important discovery, as far as effective working with state staff is concerned: an enthusiastic response from teachers or local administrators is an important motivator for state staff. Though no plans were written, participants went home enthusiastic, which was a great relief to some of the consultants in the Division of Languages who had been dubious. We believe this positive experience was reflected in these staff members' participation in later Equal Education events.

(ii) Foreign Languages. As Foreign Language supervisors were a part of the Language Arts Conference, the above comments refer to them also. However, a few specialized remarks are in order.

Jose Infante, Consultant in Spanish Languages, had been an early member of the New Pioneers Sex Bias task force. His comparisons between American and Spanish men's emotionality had been enlightening and supportive in those early discussions. The French Consultant, Jerry Toussaint, saw the efforts to expand sex roles as being entirely consistent with his own commitment to humanistic education, and sought ways to combine the two bodies of knowledge.

Special Opportunity: The study of a foreign language gives an opportunity for cross-cultural comparison, a discussion of the artificiality of sex roles or assignment of temperament by sex in both cultures. Different uses of pronouns, different ways of handling a woman's name when she marries, a comparison of laws or customs, could all allow students to see how culture-bound their own assumptions are.

Analyzing foreign language textbooks presents an interesting problem. Do they portray the foreign cultures accurately, or through the filter of an American editor's stereotypes? An examination of such questions can provide a fine opportunity for critical thinking.

d. Textbook Selection.

The North Carolina State Textbook Commission is an independent commission, whose members are appointed by the Governor. It is not a part of the State Department of Public Instruction. State staff members have no control over which books are adopted by the Textbook Commission. They do present a list of criteria to the Commissioners, who then select their own readers and use the criteria in any way they see fit. We include it here because Social Studies and Language Arts textbooks were up for adoption this year. Freedom from race or sex bias were criteria submitted to the Commission by both Language Arts and Social Studies staffs. However, it was up to the Commissioners how much weight to give to this.

We were invited to make a presentation to the Textbook Commission this year, the first time ever. We used the section on sexism in textbooks for our filmstrip, "I'm Glad I'm a She, I'm Glad I'm a He," operated manually so that we could stop and discuss the significance of each frame. It was a slightly eerie experience, as Textbook Commissioners pride themselves on not reacting to presentations, a point which no one had warned us about. However, later private feedback indicated that the presentation had been well accepted. To our knowledge, two Commissioners did ask readers to focus especially on sexism. One of these used the same NOW committee that had been doing our annotated bibliographies for three years.

At our follow-up conference for local trainees of the Sex Bias course, Larry Tucker from Language Arts gave a page-by-page presentation of how the Language Arts textbooks had in fact made considerable effort to be less biased. The presentation was well received, and he clearly enjoyed the chance to be positive.

Controversy arose out of the Social Studies adoptions. There were three major series adopted, two which had been recently revised and which had made systematic efforts to reduce sexism, and one which was an old familiar series, unaltered for a decade in any major way. In some school systems, teachers voted for the familiar texts while supervisors preferred those that were both more up to date and less sex biased. This controversy points out the importance of focusing on how to teach progressively out of biased books. For reasons good and bad, teachers will be using biased books for years to come.

e. Cultural Arts and Physical Education: Philosophical Breakthrough # 1

As we met with division directors or the consultants assigned to work with us, we focused on identifying bias and eliminating it. This approach worked reasonably well in some areas, but for many it was negative.

When we met with Linda Warren from the Division of Cultural Arts, she said that the consensus among her colleagues was that they had no problem. Art, music, and dance teachers don't discriminate. They aren't the ones who tell boys not to be dancers or girls not to be drummers, the world at large does. "Eliminating bias is undoubtedly important, but it is not our problem. We would have to neglect something which is a priority, and we can't do that."

Brainstorming together, we came up with the following thought: Let us accept for the sake of argument that an arts program is perfectly unbiased. The students still have a lifetime of stereotyped influences beating in upon them. Instead of trying to eliminate bias, let us seek opportunities to expand students' perceptions. In a good arts program, there are wonderful chances for a child to overcome some of the negative effects of stereotyping.

Because Linda was a dance consultant, we thought in terms of dance: a program where girls are asked to be "Gentle Rain" while boys are "Angry Storm" is clearly biased. A program in which everyone dances "Rain" together is unbiased, but it is also neutral. But if teachers know that girls may have trouble expressing anger, then they can assign "Angry Storm" to everyone, and be sure girls don't hang back. And if they also know that boys sometimes have trouble relating to small children, then they can assign "Laughing Child and a Rainbow," and be sure the boys get really involved.

A program in Cultural Arts could thus focus on identifying areas where either sex might have been limited in emotional development, and find opportunities inherent in the arts for overcoming these inhibitions. No mea culpa required, and no artificial "teaching sex bias instead of dance." Indeed, it fits right into their feeling that the arts classroom is the place where all things are possible through the creative process.

A week later Linda reported back that this approach had been received so enthusiastically by her colleagues that there had been talk of seeking special funding for a big conference.

Although we could fund no more than a pair of awareness and activity planning workshops for a selected group of teachers, the approach had already been validated by their reaction.

We had a nearly duplicate experience with the Division of Health, Safety and Physical Education. Physical Education, (not to be confused with inter-scholastic athletics) is very much oriented to "movement education" and the "new games" concept, and the staff again felt that their programs were unbiased. Indeed, because of Title IX they were spending a lot of time helping schools convert their Physical Education programs to coed. However, they too could see how movement education and "new games" could help students overcome previous restrictions or inhibitions, and agreed to form a task force of ten teachers who would meet in July, October and November. Their purpose would be to go beyond eliminating bias and to develop prescriptive activities for building a positive self-image and overcoming sex stereotypes via physical education.

The approach of identifying special opportunities to overcome an external problem, rather than identifying and eliminating bias within their own programs, clearly was more acceptable.

However: as the year went on, Physical Education withdrew from the program because of "other priorities" and plans for the Division of Cultural Arts drifted elusively.

Apparently our "breakthrough" overcame their reluctance to plan, but didn't carry with it enough motivation for the program actually to be carried through. A philosophical breakthrough only.

f. Early Childhood and Reading.

(i) In-service done right! The Division of Early Childhood was the first to request in-depth training for themselves, rather than simply having a conference for their teachers. They liked the idea of a two-day retreat, as they are regionalized (one consultant in each of eight regional centers), and therefore welcome an opportunity to spend more time together. They suggested the Division of Reading be included, since they had been looking for ways to work more closely with them. We were delighted, because a conflict of schedules had prevented our meeting with the Director of Reading when we were writing the continuation proposal, and we had had only informal exchanges with them.

. We arrived at the Quail Roost Conference Center looking forward to a relaxed and stimulating two days. What we found was approximately 20 people in a state of shock. The day before, unbeknownst to nearly all of them, the two divisions had been merged! Most of them were prepared to do nearly anything except to concentrate on sex bias! However, we went ahead, after having

If New Pioneers accomplished no more than the wide dissemination of this devastatingly simple program, it would have been worth its salt.

g. Mathematics: Philosophical Breakthrough # 2.

Early in the project, math seemed an area with relatively little scope for focusing on sex bias. We thought then that if math teachers became aware of their own unconscious behaviors, learned to teach positively out of stereotyped books, and put pictures of women mathematicians on their bulletin boards, that was about all there was to it. Bob Jones, Director of the Division of Mathematics, agreed. In fact, he was reluctant to undertake a program to accomplish even that much. "I can't sell it. Math teachers just don't see sex bias as being a problem in a math class."

Then we came across the work being done at Wesleyan University on math anxiety, a state of mind which afflicts some males and many females. Originally a program for adult women whose mid-life goals were frustrated by lack of mathematical background, it was based on the discovery that math avoidance was a critical filter which put 75% of all college majors and most high-paying jobs out of reach. The program helped women discover how they had developed their fear of math, and helped them overcome it. Bob reacted like a race horse to the sound of a feed bucket. Math anxiety! That he could sell.

He proceeded to outline an ambitious program, which would use our budget to bring in Sheila Tobias from Wesleyan, and Elizabeth Fennema, another WEEA grantee, from Wisconsin. He planned a conference in one of the more expensive resorts in North Carolina, and assumed that everyone would pay their own way. We were aghast. Experience had taught us that people just don't come to sex bias conferences on their own budgets.

One hundred and twenty-five people showed up.

By the end of the first day, most of them were angry. They had been convinced that girls are in some way excluded from advanced mathematics. However, it was not explained to them how this happened, and therefore they felt attacked. They knew they seldom, if ever, looked a talented girl in the eye and told her she could not take calculus.

Responding, we changed the next morning's agenda to begin with the "Unconscious Well-intended Behaviors" brainstorming activity. It was fascinating to watch how quickly an angry and defensive group of people relaxed as they began to see the impact of tiny, daily, universal behaviors. No guilt required. They were then ready to move much more comfortably into planning activities.(See Appendix A).

The Math staff was positive about the substance of the workshop, but felt the material needed adapting to be more effective with teachers. We therefore decided to have a training session in which the state staff of both Math and Equal Education could gain more expertise in math anxiety and sex bias, and then develop a workshop that would meet the needs of elementary and secondary teachers. As the Math Division relies heavily on a core of about 25 local resource people, the program was expanded to include them. At the suggestion of Bonnie Donady, one of the Wesleyan trainers, some of them invited a guidance counselor too.

Having learned our lesson in January, we began with an overview on "The Nature of Math Anxiety" and then moved directly to the "Unconscious Well-intended Behaviors" exercise. Topics for the two days included everyone's math autobiography, sex related differences in spatial visualization, and cognitive mapping.

Assessment: The workshop as it presently exists is still too oriented to overcoming anxiety in adults, rather than preventing it in children, to be most useful for elementary and secondary teachers. Further, more work needs to be done in fusing the concepts of math anxiety with sex bias. As it was, some wished we had paid more attention to one and some to the other. We spent one morning brainstorming ways to use the ideas, but did not really reach the goal of developing a workshop. However, there is now a core of informed leaders in math education who have the resources to adapt these ideas. They are committed enough that they are planning to meet at the regular Math conference to compare notes.

As with Social Studies, this experience demonstrates the usefulness of local resource teachers to extend the effectiveness of a small state staff.

Even more important in our own minds than the success of the actual program in math was the fact that this experience importantly changed our approach to expanding sex roles:

Question: Why did 125 people pay their own way to a conference on "Math Anxiety/Sex Bias"?

Answers: There are several reasons, including the reputation of the Math Division, and the fact that the meeting was piggy-backed on another Math conference. Nevertheless, one of the reasons was that the math teachers and supervisors themselves already perceived math anxiety as important. If sex bias could help them deal with math anxiety, so be it.

Our original approach had been to say, in effect, "Sex bias is important. Please change your agenda to deal with it." Then we had progressed to "Sex Bias is important. You have ways you could help with the problem without changing your agenda." We now progressed to, "Here is a problem which you have had all along, but which you may never have noted as being partly rooted in sex stereotypes. An understanding of sex bias may give you a new handle on your problem." If this type of connection could be made, the program would be self-motivating, and expanding sex roles would no longer seem to be presented as an end in itself.

Based on this analysis, we began searching for problems that school people were already concerned about which were in some way related to sex stereotypes. As the list grew, we began using it as part of our introductory presentation. We would read each item on the list, and ask the group to indicate with "thumbs up" or "thumbs down" whether they felt the people in their school would be interested in a new approach to this problem. They could wiggle the thumbs for emphasis.

We're not sure that wiggling thumbs fit into a formal validation design, but we found out we were on to something!

The list in its final form:

-Reading problems for boys.
-Math avoidance for girls.
-Discipline problems, vandalism, expulsion for boys "proving manhood."
-Sexual promiscuity in girls.
-Sexual promiscuity in boys.
-Early, sometimes deliberate, pregnancy in girls seeking an identity.
-A confusion in sexual identity for girls or boys who do not fit the stereotypes.
-Sexual exploitation of those who do fit.
-Male athletes exploited financially or socially, at expense of academic studies.
-Girls physically incompetent.
-Loss of talent where students of either sex avoid or are channeled away from inherent abilities.
-Work poorly done where either are pressured into work they are unsuited for.
-Depression in women and men who hate their work.
-Heart attacks and ulcers in men.
-Divorces caused by conflict between needs of real world and stereotyped marriage roles.
-Family violence growing out of distrust and hostility between women and men, or the pressure of impossible stereotypes.

h. Science.

We did not work extensively with the Division of Science, as they chose to prepare a publication of articles and activities for teachers, rather than holding a workshop or conference. At this writing, this publication is still being worked on. However, its preparation has already had at least one effect.

Four years ago, the Division's newsletter published an admittedly funny but horrendously sexist "Chemical Description of Woman" (low boiling point, strong affinity for precious metals, etc.). They were puzzled when we objected. They hadn't meant any harm, and couldn't see anything wrong with it. This past winter that same newsletter carried an editorial titled, "The Equality Imperative." It was a ringing full-page call to equality, prepared as an introduction to their publication on sex bias. Struck by the title, we asked Paul Taylor, Division Director, where he had gotten it. "Oh, I just made it up," he said. It graced our bulletin board for several weeks.

Opportunities. Science teachers might well be interested in the concepts of math avoidance as applied to science. If math avoidance steers students away from science, the relevance is direct. Further, "science anxiety" must operate as a critical vocational filter very similar to math anxiety. Techniques for understanding how this anxiety arises and how it could be either prevented or allayed would likely meet a need for science teachers.

i. Intermediate Education and Middle Grades: a Lesson in Flexibility.

It is odd that the middle grades are so often overlooked in special programs, for these are tumultuous years. At the beginning, children are "expert kids," perhaps almost unisex, knowing all there is to know about being a child. And then, nearly overnight, they are plunged into the rigors of establishing a sex identity. One sixth grade class can have plenty [illegible] both. These are crucial years for girls and boys to learn partnership skills, to learn that their identities as men and women will rest at least as much in who they are themselves as in their relationships with the other sex. For many, not until they are in their thirties with careers established or children in school will they again be able to view themselves so dispassionately. This group must not be overlooked.

Betty Moore and Wayne Dillon, the consultants for Intermediate Education and Middle Grades, had projected a workshop for teachers to focus on the impact of sex stereotypes during "transescence," and identify approaches that would interest this age. However, Betty and Wayne were heavily involved in the testing program. We met once in December to discuss the workshop; but by late winter, they said they were sorry but they purely could not spare one minute. Their previous enthusiasm had seemed real. We didn't think we were getting a brush-off. So we cast about for something they could do within their ongoing activities.

They agreed to identify two schools with which they were already working and ask if they would take part in a diary project, to try to find out more about the attitudes of students at this age, and also to test the hypothesis that teachers' own awareness could be increased by making close observations of their students. The teachers were to be given a list of typical biased behaviors among students, and asked to record their students' behavior. At the end of the project they would be sent an additional questionnaire asking them their reflections on their observations, including whether they had changed their own awareness or teaching practices. As motivation, we offered the school five dollars for each completed diary. (See Appendix B).

Betty and Wayne were delighted with this new approach, partly because they found it intrinsically interesting, and partly because they could still take part in the Equal Education Program without a major time commitment.

We were also interested because it would increase our knowledge of the age group, and thus let us work better with these teachers. Even more intriguiing: although we were paying for the diaries, it was still a low-cost activity, needing only one visit from a consultant, no workshop, and no materials except a two-page memo. If even a small number of teachers intervened when they observed biased behavior, we would have an effective activity which could be replicated anywhere.

We received diaries from three schools. Two of these had had no program on sex bias that we knew of; one was nearly through a year-long, 20 contact-hour in-service program.

We learned: the memo, despite its list of examples, did not assure an understanding of the concept of sex bias. Of the two "untrained" schools, the teachers in one recorded general misbehavior and discussions of sex, not sex bias. However, the teachers from the other "untrained" school and the "trained" school made equally good observations. For this reason only two sets will be reported on here. (See Appendix C).

Intersex hostility, a sense of "our kind is better," was the most common evidence of bias. Emotional stereotyping was heavier for boys than girls, but existed for both. Vocational stereotyping, as evidenced in opinions not only about paid work but also family roles and classroom chores, was also common.

This project had a high acceptance level. All of the teachers stated that they enjoyed keeping the diaries. The type of observations made may have been influenced by the fact that they were made during the last few weeks of the school year. Discussions of family and vocational roles which might be included in social studies and other classes usually take place earlier in the year.

Approximately 50% of the teachers intervened "occasionally," and an additional 25% indicated that they were inclined to, but thought perhaps they should not for the purposes of the study. Both groups of teachers indicated similar changes in themselves as a result of the observations. About 50% changed their feelings about the importance of sex bias and about 30% changed their own behavior and the content of their teaching. We have no standard with which to compare our findings, but feel this is a lot of behavior change for a low investment of effort.

Assessment: State staff people often cannot predict what their time commitments can be. By being flexible, we demonstrated that we were willing to work within the consultants' own realities, we collected some data on an important age group, and we tested a useful activity that is easily replicable in any classroom.

-Keeping diaries on student behavior can raise awareness of all teachers as to the prevalence of sex bias.

-The diaries at least suggested that teachers in general may be out of touch with their students' behavior, since 50% of those just ending a year-long, monthly in-service program found their students more or less biased than they expected. Despite their awareness of bias, until the diaries they apparently hadn't really been observing their kids.

-If a school had not had an in-service program, some time would have to be spent making sure the teachers understood the type of behavior being looked for. Much sex-biased behavior is not misbehavior, indeed it is often highly rewarded. And remarks about sex may or may not have anything to do with stereotypes. (Sexy does not equal sexist.)

j. School Food Services: Philosophical Breakthrough #3.

School Food Service people had been enthusiastic members of our summer seminars, but for some reason we never followed up.

They sought us out. Lois Stecker, Assistant Director of the Division of Food Services, came simply to talk over possible areas of cooperation. Having learned from the math experience to find out what their problems were before trying to find any relevance to sex bias, we identified three. One: the gender and pay scale of cafeteria workers; two: the gender, educational requirements, and pay scale of food service consultants, when compared to the gender, educational requirements and pay scale of food service auditors. Both problems were clearly related to sex stereotypes, but we didn't see how we could help. The third problem: Many cafeteria workers feel that they are not appreciated as educators. They feel that they are perceived only as ploppers of mashed potatoes and not respected as people.

Aha!

We designed a program called "Is Your Guidance Department Behind the Cafeteria Counter?" (See Appendix D), which would let cafeteria workers identify their own importance as significant adults and role models to students. Through our filmstrip and the "Unconscious Well-intended Behaviors" activity, they would identify how they reinforce stereotypes, and brainstorm alternative behaviors that could expand horizons instead. After a month of practicing, they would get together again to swap stories and increase their own awareness both of sex stereotypes and their own influence.

We tried the program with the state staff of consultants and auditors, about 20 people, and it worked just fine. At this writing, it has not yet been tried in the field, but it feels right! That's one for the future.

The philosophical breakthrough here was in realizing that a program to expand sex roles can often help meet other goals too, goals not directly related to sex roles.

First, expanding sex roles gives people a chance to examine their roles as people. The reaffirmation of cafeteria workers' importance as significant adults in the lives of students is a demonstration of how attention to sex roles can be good humanistic education.

Second, in giving any program the rigorous examination required for expanding sex roles, other good things can happen. One state consultant who went through our teachers' planning guide said, "It's been a long time since I really took an overview of the values and skills in my profession. My whole job is in better perspective now." A more practical example was a spin-off benefit in New Pioneers-Vocational, though then we simply thought of it as a bonus and didn't generalize. Many local vocational directors discovered that when they did a good job of informing girls about carpentry and boys about cosmetology, they suddenly found themselves doing a better job of informing boys about carpentry and girls about cosmetology. They discovered that all students were making better informed choices. They had developed a higher quality pre-registration program, as a by-product of their effort to reduce stereotypes.

Some people may object to our ready acceptance of motivations other than a total devotion to the elimination of sex bias. But we are not being cynical here at all. The elimination of sex bias is not an end in itself. If it does not solve real problems in real people's lives, it isn't worth doing. There is nothing sneaky about identifying those real problems first, rather than asking people to take it on faith.

k. Educational Media.

This was one of our most successful areas, and even so, we wish we'd done more. Media is one of the big divisions, with seven sections: School Media Programs, ESEA Title IV-B, Materials Review and Evaluation, Education Information Center, School Television Programming, Motion Picture and TV Production, and Media Support Services, which produces all of the media presentations for the rest of the agency.

From the beginning, Media people were interested. Elizabeth Lassiter, a media consultant, was a strong member of the Sex Bias Task Force, and Media was the first division outside Vocational Education to ask for a basic awareness presentation. During the first year of New Pioneers-Vocational they devoted two segments of a television series on the schools to expanding sex roles in vocational education, and these programs were aired periodically for years. (They may still be appearing.) They helped us produce our filmstrip, and scolded us regularly for not using more media in our summer training session. (Our defense: we wanted the program cheap and self-contained, so the only media in a basic lesson was our own filmstrip which we gave to every participant. However, we always had a film festival so trainees could see the options.) Several Media people attended all the summer seminars.

A model example of community-state agency cooperation: The Materials Review and Evaluation Center is responsible for collecting all offered supplementary materials outside the adopted texts, arranging for appropriate consultants to evaluate them and publishing advisory lists which go to all school libraries. These annual annotated bibliographies are a principal resource for school people deciding what to buy each year, for both classroom and library (media center) use.

In 1975 a group of volunteers, the education task force of the Raleigh National Organization for Women, was trained by the staffs of the Materials Review and Evaluation Center and the New Pioneers program to review materials for sex bias. The group was composed principally of teachers who field-tested materials with their students, and women who were not currently employed outside the home but who were experienced teachers. Originally chaired by Jerri Wise, it was taken over by Judy Jo Small when Jerri became an official member of our staff.

The materials they reviewed were those submitted by publishers through a call for materials relating to sex bias and sex stereotypes. In addition, when possible, they reviewed materials which came in for the regular curriculum areas. They checked materials out to read at home, met periodically to discuss and compare their reviews, and prepared a many-pages-thick list of recommended materials.

The group has functioned independently for three years, handling further recruiting and training with a minimum of help from the state staff. Membership has more than tripled. The commitment from both the NOW members and the Materials Review and Evaluation Center staff assures that these bibliographies are now a permanent fixture.

This project has been a blue ribbon example of change-oriented volunteer work, a community group cooperating with a state agency using the system to change the system.

Opportunities: Because of the technical skills required in media production, this division has control over all the media productions of the agency -- television, filmstrips, slide presentations, exhibits. There is no such central control over printed matter. This means that if a media staff is committed to a policy of equal images, the entire media output of the agency can expand sex role expectations. We have designed an "Image Equality" flyer, or poster, to offer guidelines for both words and images (See Appendix E), which will be released as the first official action relating to sex roles after our project ends -- a statement from the agency that the end of a WEEA project does not mean the end of a commitment.

The Education Information Center also offers an opportunity to affect the agency. In choosing what materials to purchase, magazines to subscribe to, cartoons to put on the wall, it influences thinking. Our EIC also regularly sends notices to state staff about interesting articles or research. If they send information about sex roles as they relate to each area they can raise awareness and may build expertise. If the EIC prepares its own publications, they may well be willing to focus on expanding sex roles. Barbara Connor, of our EIC, prepared an award-winning source book called "Sex Discrimination in the Schools" during the first year of New Pioneers-Vocational, simply because she foresaw this to be a coming issue.

1. Division of Planning.

We did very little with this division. We include it now, because given the new insights we have developed, we now feel it has great potential.

Opportunity: North Carolina's comprehensive educational planning process usually covers a three-year period, which allows a school system to examine itself and its needs rigorously. The Division of Planning does not tell the local people what to decide, only how. This is why we saw no early way to work together. But they do encourage the local system to make use of state staff. If with their help, plus other contacts developed on the local level, we could present the "problems people know they have" list to the planning committee, and if some of these problems are high priority in that community, it might create enough interest so that the relevant planners might be interested in either our regular in-service program, or one modified to their special field of interest. Then, perhaps using our "Teachers' and Curriculum Committees' Planning Guide" they might do a root and branch, scope and sequence effort to seek out opportunities in each curriculum area which might help solve those problems previously focused on.

Thus the centralized comprehensive educational planning or state accreditation process could be a superb access point.

It could also be the vehicle for following up on our in-service program, which deals more with human concerns than curriculum change. An LEA that already had a body of informed people could easily plug our planning guide into the overall planning process.

m. Vocational Education.

Relationships were of course close, since New Pioneers-Elementary and Secondary had grown out of New Pioneers-Vocational. During the first year of NP-ES Gary acted as liaison to the Division of Vocational Education, attending the weekly chief consultants' meetings, helping local directors with their annual plans, and generally carrying on where NP-V had left off. Sylvia also worked on a slide tape module on the needs of disadvantaged girls. When Gary assumed the position of full-time Vocational Sex Equity Coordinator, the position was placed in our Division of Equal Education, and thus activities continued as close as could be. For instance, Gary contributed to our efforts by assuring the involvement of vocational people in our planning workshops and training institute, while Jerri and Sylvia made presentations to the annual Vocational Summer Conference.

The placement of the Sex Equity Coordinator outside of the Division of Vocational Education is not an uncommon pattern; many states have something comparable. It has the advantage of a well-coordinated effort for expanding sex roles. The Sex Equity Coordinator will gain from being one of several who are committed to this issue, with all the emotional support and exchange of ideas that this brings. On the other hand, Gary felt there may have been some psychological cost in his effectiveness with vocational educators, who may have perceived him as more of an outsider than he would have liked. We felt this problem was overcome as he moved assertively into his role and had a chance to demonstrate his own commitment to vocational education in general.

We recommend that you work as closely as possible with your Vocational Sex Equity Coordinator, irrespective of where the position is placed, or what your specific responsibilities may be. Title II is, by and large, a good law. It provides a permanent position with a reasonable budget (except for the largest states), has a broad scope, and mandates awareness activities, unlike Title IX. Yet, during the New Pioneers-Vocational project, vocational educators were unanimous in their insistence that they could not expand sex role expectations alone, that they needed the involvement of the whole school. This was why they wanted our local in-service programs open to everybody.

Thus, what you have to offer is not only your expertise, but your ability to involve all of elementary and secondary education. Your efforts may well enhance the importance of vocational education in academic teachers' or state staff members' minds. Pre-vocational classes, pre-registration activities, career guidance programs, all of these are likely to affect most children in the school. All may benefit from a non-legalistic, human development approach. At the same time, the Vocational Sex Equity Coordinator may take some topics off your hands. Further, they are likely to have a budget and resources which may make cooperation attractive to you. A closely coordinated effort is well worth the trouble.

n. Conclusions.

At the end of two years we had learned that state staff can and will use the enormous leverage of their jobs to expand sex roles, if:

a) they see that doing so will help them meet previously established goals.
b) you can build your program around the other demands of their jobs.

E. LOCAL EDUCATION AGENCIES

1. SUMMARY AND TIMELINE

It is against the philosophy of the North Carolina Department of Public Instruction to try to tell local school systems what to do. (This may be different in some other states.) We therefore decided early that all our local activities would be offered across the board to everyone, because there was no way that we could predict which school systems would be interested. North Carolina is full of regional, racial, urban, vs. rural, and other kinds of stereotypes; but they all proved to be just as unreliable as sex stereotypes are.

In working with local school systems, we found five necessary stages:

- gaining access
- creating an aware support group of decision-makers
- developing a cohesive plan
- giving teachers an understanding of the issues
- changing curriculum and teaching practices in order to take all opportunities to expand sex role expectations

Overlapping with all of these goals are:

- general support services
- working directly with students

The LEA component of the project was managed by Gary Ridout and Jerri Wise.

1976 September-December	Met with 8 Regional Directors.
1977 January-February	Met with Superintendents' Councils in Regions II, VII, VIII.
	Worked on plans with Vocational Directors in Regions II, V, VIII.
March	Follow-up Conference for Local Seminar Leaders.
	Visited Catawba, Transylvania and Halifax counties, pilot units in developing Planning Workshops.

1977	
April-May	Had first three group Planning Workshops, Regions III and VII
	Met with Superintendents' Councils in Regions III, IV, VI.
	Met with regional center staffs in Regions I and V.
June	Summer Institute III, for training local seminar leaders
July	Two Planning Workshops, Region II
September-December	Nine Planning Workshops, Regions IV, VI, VII, VIII
	Met with Superintendent's Council, Region I.
1978	
January-February	One Planning Workshop, Region I
	Began retreats for revising Summer Institute training materials.
March	Follow-up Conference for Local Seminar Leaders
	One Planning Workshop, Region I
	Met with Superintendent's Council, Region V.
April-May	Two Planning Workshops, Region V
June	Summer Institute IV
July	Final revision of training materials

2. GAINING ACCESS

In New Pioneers-Vocational access was relatively easy, because one of the major duties of local directors and planners is to prepare an annual plan to fit federal requirements, and they look to the state staff for assistance and direction. Thus, New Pioneers-Vocational fit right into an existing pattern. New Pioneers-Elementary and Secondary had nothing so tidy.

a. Superintendents.

North Carolina is divided into eight regions, each with a director who coordinates activities for the region and acts as liaison between the state and local system. Each region has a Superintendents' Council, which in most cases meets monthly, although some regions meet quarterly. The Superintendents' Councils are autonomous. We made a pitch to the regional directors, who then asked their superintendents if they would be willing to let us present our program. Some responded quickly; with others it took nearly a year from the original request. However, eventually we were able to speak with everyone. In some cases we also conducted sessions for the staffs of the regional centers.

In our presentation to the Superintendent's Council we explained the purposes of the division and gave a quick commercial for the summer institute and planning workshops. We made about a half-hour presentation on the substance of our approach: distinguishing between sex bias and discrimination, the importance of starting at the beginning, and, because these audiences were almost entirely male, spending about 20 minutes on how sex bias hurts men. We then passed out a questionnaire asking what activities they would be interested in.

The reactions were gratifying. In the early years of New Pioneers-Vocational some superintendents had been resistant, but after this go-round more than half marked their questionnaires as being interested in either the planning workshops or the training institute or both, and eventually 73 LEAs were represented at the planning workshops.

The superintendents also have an annual statewide conference but the agenda is tight and we were not on the program until the summer of 1978, when our purpose was to urge their continued efforts to expand sex roles after the end of our project.

b. Principals.

Over and over teachers said, "If only you could reach the principals." Principals are indeed the pivotal decision-makers of any school system. However, in North Carolina there is no easy way of reaching them, as there are too many of them (1990) for regular regional meetings, and as with the superintendents, we did not speak to their annual conference until our last summer. We reached some principals through meetings of their professional associations, and meetings with those engaged in staff development internships. The most effective way of reaching principals was to go to the county and attend their local monthly meeting. This was one of the most common requests for follow-up service by our trainees, and one of their own most common strategies, but it is possible only when someone has already given you access to the meeting, and it reaches only a few people at a time.

c. School Boards.

The School Boards Association also meets regionally and we did attend several of these meetings. Only once were we asked to make a presentation to a local school board. Our trainees seldom did this either. Apparently North Carolina school boards are more involved in budgets than in new programs.

d. Professional Associations.

Meetings of The North Carolina Association of Educators, The Association of Classroom Teachers, The North Carolina

Business Educators Association, Delta Kappa Gamma, and other professional meetings exist for the purpose of keeping members informed. They are probably the best single avenue for "getting the word out" on your program, but they are not decision-making bodies.

3. THE PLANNING WORKSHOPS

a. Need.

Experience during New Pioneers-Vocational demonstrated the need for strong support from the central office for a cohesive program. For example, local trainees found that when they had good support they were able to run terrific programs. But often there simply wasn't anyone in the central office that understood what they were there for. Deliberate hostility was only occasionally a problem; more often it was simply that the New Pioneers course slid slowly to the bottom of everyone's list.

Second, if there was to be a cohesive plan that would include all aspects of education it would have to be prepared by a team. We would need to work directly with each team, as there would be little motivation for them to accomplish the planning process on their own. Yet visiting every LEA would take forever.

We felt we could meet the two goals, developing influential support groups and developing cohesive plans for each LEA, through semi-regional one-day workshops. Since they would be close to home, everyone could pay their own way, and the only cost to us would be our time and travel, the materials, and refreshments for the break.

b. Developing the Workshop.

Three counties agreed to help us field-test the workshop. They were Catawba, which was the first LEA to have mandated our in-service program for every teacher. We asked them to work with us because we knew they were committed to the issue, and because we felt they could help us focus on what should happen after in-service. The second county was Transylvania, in the Western mountains. Their trainee had held the course for 25 teachers, but no organized system-wide approach had been taken. The third county was Halifax which had been one of the ten Vocational Pilot Units two years earlier, and which had also had one voluntary in-service class.

We arrived at Catawba with the first draft of our planning guide, listened as the Catawba people valiantly struggled through it, drove to Transylvania County and sat up late revising it. A gallant secretary at Brevard Middle School typed up the new version and had it ready for us as soon as we had concluded our morning awareness session. By the time we had walked through it a third time with the Halifax County team a few weeks later, most of the questions seemed comprehensible and we had worked out the timing of the agenda. We were ready to go public.

c. Assuring Participation.

After each presentation to a Superintendents' Council we scheduled the planning workshops, usually two to a region. We sent letters to all superintendents, enclosing another copy of the flyer we had handed out at their council meeting, and a questionnaire asking them to list the people they planned to send. These letters were followed up with telephone calls.

These follow-up phone calls were essential, because our memos had frequently been burried underneath a stack, or had never made their way to the person who would make the decision. Phraseology for these calls was important; we couldn't seem to be bugging people. Rather than saying, "Why haven't you sent your form in?" we would say, "We haven't heard from you, and we did want to reserve a place for you. Do you think you will be sending anyone?" Some superintendents flat out weren't interested, but many had simply lost track of the memo or the deadline date and were delighted at the courtesy of being called. We also discovered it helped to print the memo on colored paper. A hurried official searching for something that arrived three weeks ago can find it more easily if you can say, "It's the one with the yellow stripe around the edges."

d. The Planning Teams

The teams ranged from one to a dozen. We discouraged singles, knowing that they would simply have to turn around and essentially repeat the workshop for their dicision-makers if anything were to happen.

Every team was different, but they included Title IX coordinators, both elementary and secondary curriculum supervisors, guidance supervisors, vocational directors, principals, counselors, and teachers. Only twice were students part of the team. Occasionally there would be a parent, and once there was a school board member. Remarkably, our trainees were often not included, an oversight we found frustrating. We also wished vocational directors had been more consistently represented, as most of them had already prepared sex bias plans in previous years.

e. How Teams Were Selected and Informed.

Some teams were already existing Title IX committees or task forces. Some were new committees which had been put together very carefully. Occasionally someone known to be negative to the idea was included, with hope of bringing them around. All too often, however, the teams were chosen by what we called "the loose body method of selection," i.e., whoever was loose in the hall the day the superintendent had to pick the team.

These people also often suffered from having received very little information. "There's a meeting in Wilson on Wednesday. Be there at 8:30." We soon discovered that the opening session needed to describe the purpose of the workshop in some detail, and that we had to reassure those who were randomly selected and uninformed that the day would still be worth their while.

Many were extremely uneasy at the thought of making plans without authority or any idea of what backing they might have at home. We encouraged them to complete the process anyway, realizing that their plan would be no more than recommendations to those who would really make the decisions, and assured them (with fingers crossed hopefully) that the superintendent would not have committed their time if they hadn't wanted a plan written.

Occasionally there was a team we couldn't hold. They felt so strongly that they hadn't understood the purpose of the workshop, or that their superintendent wouldn't back up a plan, that they insisted any planning had to be done back home in the central office. To our knowledge, few of these ever did actually prepare any plans later.

This lack of communication between central offices and the people actually taking part in a program seems to be a chronic problem in the local school systems. We had already run into it with the summer institute trainees. We finally hit on a simple solution: with the invitation letters we enclosed ten copies of the flyer describing the workshop. We then added an item to the form on which the superintendent sent us the names of people who would be attending the workshop: "Flyers have been distributed to workshop participants." This worked very well. The superintendent did not have to explain anything but simply asked a secretary to distribute the flyers. It almost always did get done, and participants came to the workshops much happier.

f. When to hold planning workshops.

We held them all year round, because we couldn't get to Superintendents' Councils any faster than that. When we met with the first Superintendents' Councils in April and May of 1977, we assumed that planning workshops would not be until the fall. However, on the questionnaire we passed out, several mentioned July. Astonished, we asked who could attend, and were reminded that central office people work twelve months. If the teams are not going to include teachers or students, midsummer is indeed a good time.

We found the opportune time of the year really depended on whether the LEA had already sent a trainee to a summer institute. If they had, summer and fall were good times to develop a plan which would support the trainee's efforts. However, if an LEA had no trainee, fall was frustrating, for the team tended to feel it would be a long time before they could do very much. One or two large LEAs felt they already had enough informed people to go ahead with small curriculum committees even though the general in-service program hadn't started yet. Spring planning workshops allowed the team to find someone to send to the summer institute, and put together a strong plan for that person. This was a boon to the trainee, who could come to the summer institute assured of strong support back home.

For a new program just beginning, winter and spring would likely be best.

g. Making Arrangements.

With the help of the Regional Director, we selected LEAs to be the host sites. We then conferred with them (usually the superintendent's secretary) as to the best location. We used classrooms, auditoriums, libraries, and cafeterias in schools and community colleges; community centers and restaurants. We learned the hard way to ask ahead of time whether the room was air-conditioned, if the furniture could be moved to accommodate a film strip, a lecture and small groups sessions. Sometimes lunch was available on the premises, more often we went out. It worked best when there was a nearby restaurant with a buffet line or a fast food service, and when we could make arrangements to all be accommodated together. Often our host or hostess took care of getting the refreshments for us, and one even supplied real cups on a silver tray! We also learned to be very thorough about making these arrangements. The promise to provide coffee did not always include cups, sugar and spoons. And once we held the workshop in a steak house where the coffee flowed freely all day long. We consumed it happily, until the end of the day when we discovered that it had not been included in the price we were quoted for lunch. Try getting an unexpected $56.00 through a state budget officer!

h. Annotated Agenda.

The workshop had to be a full day. We knew the planning session would take two to three hours, and we had learned that we could not jump straight into the plan. Several months earlier one trainee had asked us to come and help a number of people from her central office develop a plan. We had the entire afternoon. We arrived, with materials ready, anxious not to waste their time, and to show how efficient and organized we were. We never got to the first question. She had collected a group of "hard-headed no-nonsense administrators" whom we expected to be all business. But the subject of sex bias was new to them, and they had to talk. After about three hours of conversation they were ready to begin planning. Unfortunately, by then the day was done. Over and over we kept learning the same lesson: issues before answers, no matter whom you are dealing with.

ANNOTATED AGENDA:

8:30 Registration and Coffee

Any meeting to which people have to travel will start half an hour late, so we built in some leeway. As people arrived we gave them an agenda and told them that the actual session would start at 9:00. From 8:30 to 9:00 we had coffee and doughnuts and apples, partly to reward those who had arrived on time and partly because we feel that any workshop which will deal with an emotional issue like sex bias needs to go out of its way to keep people physically happy.

9:00 Opening Session

Introductions

The staff introduced themselves with two sentences of professional background and family status. We found people related more quickly to us if they knew our backgrounds, and as we represented lots of family patterns, we made a thing of it. We then asked a spokesperson from each team to introduce their colleagues and say briefly what their LEA had done about sex bias.

History of Equal Education

Our Services

Purpose of Planning Workshop

New Pioneers Approach

(1) Distinguish between discrimination and bias, (2) include men, and (3) start at the beginning.

This gave us a chance to explain why we would have a morning for discussing the issues before beginning planning.

9:30 Awareness

Who Needs It?

In the first workshop, there was little opportunity for participation until after the film strip. The discussion was then often slow in starting, so we inserted a brief activity to warm people up sooner. Using a blackboard, we entitled it "Who needs it?". Then we asked the group to toss out categories of people in the school system who might possibly benefit from an understanding of sex bias. We wanted them to be specific, rather than just saying "everyone," and give a reason why they had named the group. Usually every subject area and age group was named. Eventually they would also include the support personnel in the school, such as secretaries, cafeteria workers, janitors, as being important role models in the lives of children. Parents were discussed, and church groups. Sometimes the school board and potential employers were included. We recognized in the course of discussion that few programs would in fact reach that many people, but it tended to reinforce the applicability of sex bias to everyone. We then asked them to think how the people they had named would react to the film strip, so they could role-play these people's reactions during the discussion.

Filmstrip -"I'm Glad I'm a She, I'm Glad I'm a He."(23 minutes)

Discussion.

Often it would take a little while to begin, but we learned simply to wait rather than to try to prime the pump with forced remarks. Forty-five seconds of pure silence while you are sitting on a table waiting for someone to say something can seem forever, but it is bearable. Often the initial questions were cautious or technical, but by the time for the break we were often so deep into it that we often ran ten or fifteen minutes late.

11:00 Break

11:10 Getting Practical

Textbook Evaluation

We passed out books and divided the group into at least four teams of four to six people. They were each given different instructions: one to do a head count of pictures, one a head count of main characters, one to list the activities of women and one to list the activities of men. They were all instructed to look out for overt hostility between the sexes, if there was any. We found that, given such simple instructions, the groups could survey the books rather completely in about ten minutes. Then each team reported on their findings. Many people have said they find this exercise very convincing. The teacher who has been using a book for years, and suddenly sees something new in it, is hard put to insist that there isn't a problem.

Unconscious, Well-intended Behaviors

This exercise is the best single activity we have discovered for:

-demonstrating what we mean by bias
-reducing defensiveness
-letting an audience feel involved, while the leader still has a chance to discuss a wide variety of issues

It involves small groups identifying the unconsious, well-intended behaviors which tend to reinforce stereotypes, and the group leader commenting on their significance (For a full description, see Appendix A). People really seem to enjoy it. They all know they do in fact treat boys and girls differently, and seem to have fun identifying how, when relieved of the need for defensiveness by the labels "Unconscious" and "Well-intended." Lists have ranged from 9 to 42 items! The discussion of the relevance of particular behaviors can relate "boys don't cry" to ulcers, "girls don't fight" to timidness on the job. Before you are done, you will likely have touched on most of the problems plaguing schools today.

It is definitely time for lunch.

12:30 Lunch
All together, if possible, so you can talk, and so you all get back together.

1:30 Planning by LEA Teams
The afternoon was devoted entirely to a planning period. Teams sat together by their LEAs. Each individual had their own copy of the planning guide (See page 195). Then each team was asked to pick a reporter who wrote their group plan on the set of forms we provided. In almost all cases we held the workshops in buildings that had a copy machine, so we were able to copy the plan and let them take home their original. If a copy machine wasn't available, we had carbon paper to use instead, and we always carried the carbon paper just in case the copy machine broke down. It has been known to happen.

We started by explaining that the planning guide was really just a series of questions. Every local school system would face a different situation, and there was no way we could give them answers. However, we could tell them how some other school systems had done it. We then went through each objective, covering the highlights of the issues in each one. This process usually took 35-40 minutes. We were never entirely comfortable with the straight lecture format, but when we let teams move directly to the planning guide we found ourselves answering the same questions over and over individually. There was ordinarily an hour or an hour and a half left for the teams to write their own plans. We all circulated among them, advising and listening. We found that it was important for us to circulate because if we stayed too long with one group we became the group leader. It was during this process that we did most of the revising of the planning guide, as we noted carefully where people got bogged down or didn't understand what a question was driving at. Based on this feedback the planning guide was revised after nearly every workshop.

3:30 Wrap-up and Evaluation

4:00 Adjournment
Sometimes a team would end early, and, especially in the beginning, some didn't finish. By the end, however, the timing seemed about right.

i. Evaluations.

All told 73 LEAs attended our planning workshops.

Evaluations of the workshops were very positive. All areas were rated highly by the majority of participants. Especially favorable were the comments about the filmstrip and the general discussion that followed it. (See Appendix F for composite evaluation.)

j. Quality of the plans.

The plans themselves varied according to how well prepared the team was before they came, how committed they were to the idea, and their own individual talents. They themselves evaluated the planning guide extremely highly. They really liked having the procedure broken down into logical steps, and over and over said they felt they had considered all necessary issues. (Except for those who hadn't had a chance to finish.)

k. Follow-up Questionnaires.

In spring 1978 a questionnaire was sent to all LEAs who had attended planning workshops. About 55% responded. The questionnaires indicated the goal of creating an informed nucleus in the central office had been met, but that more follow-up activities from our staff would have materially helped the implementation of the plans. We felt even simple phone calls of a "Hi, how's it going?" nature would have helped. Unfortunately, time pressure precluded these, but had the project been going on into another year they would have been a major priority for the coming fall. (See Appendix G).

4. NEW PIONEERS SEMINARS - THE SUMMER INSTITUTE

a. Need.

How much information do you need before you begin curriculum development to expand sex roles? Knowledge of the law? Awareness of sex bias and the ability to recognize it? Understanding of its social dynamics and implications?

At first, we thought knowledge of the law was enough. Indeed, many people urged us to "Keep it simple." "Explain your program quickly and give teachers something they can take home and use tomorrow." Good advice, but wrong. The trouble is, this advice assumes people want to take it home and use it tomorrow. This may be a safe assumption for curriculum specialists, who know that teachers are committed to their field. However, with sex stereotypes, you cannot ever assume that anyone shares your goal. We found that even with people who shared the general goal of equity for all students, one person would think that issue A was crucial but issue B was nit-picking while another would think that issue B was fine but issue A was downright dangerous. There was no predicting.

People needed awareness before they could change. But we learned that awareness could do little more than dispel misconceptions and create interest. Awareness can give access. But it cannot really address the profound values questions that must be answered before teachers can undertake a root-and-branch examination of themselves and their curriculum.

This point deserves elaboration. If some new project officer comes around promoting activities which, according to your assumptions, will set your students up for a lifetime of misery, as a responsible educator you have no right to accept these suggestions. You have only two responsible recourses:

one: politely or bluntly, get rid of this person before they do any more harm.

two: ask questions.

It took us a while to recognize it when we were being evaded, because North Carolina educators are very polite. And often the questions came from those who would let their anger show. Eventually we understood that though the questioners were not so polite, they were paying us the respect of engaging in discussion and giving us the chance to find out what their concerns were and respond. An axiom for sex equity: if you're getting the "uh-huh treatment," your program isn't happening.

This doesn't mean the program has to be a fight. Quite the contrary. People need to be assured that their concerns are right on target, and that expanding sex roles offers new approaches to the very problems they are mentioning.

We thus concluded that a purely legal approach succeeds with no one.

Awareness succeeds with administrators, who need to understand the general aims of the program and decide whether to support it. But proceeding directly from awareness to curriculum development may result in a program which is spotty and uneven, or superficial. It will likely flourish only in those topics where individual teachers have low anxiety.

In order to develop a real understanding of the issues, teachers and curriculum supervisors need time to discuss, and time to observe themselves, their families, and their students in light of their insights.

Fortunately, the system provides for this need in one of its major access points: the requirement that every teacher must have a certain number of continuing education credits to keep their certificate renewed. But if we tried ourselves to give in-depth programs over extended periods, we could serve only a few LEAs a year. Therefore, we decided to train local seminar leaders, which would free the LEA from dependence on a state consultant, and allow many LEAs to go forward at once.

We established the New Pioneers Summer Institute to prepare individuals from LEAs to return and conduct a twenty-hour certificate-renewal course for fellow teachers. This has been the core of our program, and its success has been so moving that we are now sold on both the process and the substance, for cost efficiency and for addressing the real issues.

b. The substance of the course.

The original ten sessions were based on the tough questions we'd been asked, and were then modified by the experience of our local seminar leaders. The materials were revised every year, with a major revision in the fourth year, taking advantage of seven years of consulting experience and Jerri's having taught the course four times to fellow teachers, people she had to live with. Even after Summer Institute IV we went back and added many "notes to the trainer," pieces of advice that we'd said but never written down.

Many of the topics we would never have included, if the subjects hadn't kept coming up! It is our experience that anyone who deals with sex equity will likely find themselves cast in the role of expert on subjects they never planned to talk about in public.

It is possible to avoid ticklish topics like homosexuality or divorce by simply saying you'd rather not go into that. People will honor your request, but they will also stop progressing at that point. If a teacher feels a boy who plays with a doll will grow up homosexual, and, perhaps for religious reasons, is very concerned about homosexuality, that teacher cannot give a boy a doll. If you set limits on what you will talk about, you set limits on your program.

Some people are afraid that if they discuss high voltage topics they will turn people off. Our experience has been the opposite.

Over and over our trainees would say, "You don't understand how it is in my county. I can't mention things like this!" But then they called and wrote to say, "This is the easiest teaching I ever did. I couldn't stop them talking."

THE TEN SEMINARS

(i) Expanding sex roles: touchstones of success. Start with problems people know they have (See list p. 40).

(ii.a) Manhood and womanhood - what are they? How do children develop healthy sex identities? Are they based on role? temperament? or only on physical differences? What does homosexuality have to do with it?

(ii.b) The relationship between work and family. What is the difference between changing family structures and enduring family values? Where is the American family going?

(iii) How sex bias hurts men - or, men are people too! Does equality for women mean a new battle of the sexes where men will be the losers? If so, neither men nor most women want any part of it.

(iv.a) Language. Does language really matter, or is it all nit-picking and trivial? Can language be unbiased without losing its strength and poetry?

(iv.b) Bias in instructional materials. How do teaching materials restrict or expand expectations? How can we teach creatively out of biased books?

(v) Pioneering in vocational education. What makes for good lifetime planning for both sexes? What happens when we mix formerly single sex vocational classes? Why would students want to pioneer into these classes anyway?

(vi.a) Hidden curriculum. How do the mechanisms of bias work? How do we unknowingly shape students, each other, and ourselves?

(vi.b) Coed physical education? Coed athletics? What are the negative athletic values which have led to the exploitation of males and the exclusion of females? What are the positive athletic values which we might want for all our children? Why do people feel so passionate about athletics? Is this where we "separate the men from the boys"?

(vii) Kid's culture. What pressures do students put on each other? Who are more liberated, teenagers or adults?

(viii.a) Teacher's Planning Guide. How can I, a teacher, examine my curriculum so that I can identify every opportunity for expanding sex roles? (See Planning Guides, p. 265).

(viii.b) Seminar Leader's Planning Guide. How can I, a seminar leader, organize my program? (See Planning Guides, p. 217).

(ix) *Sex--the real thing*. Isn't this all too easy? What about the double standard? Sex and money? Sex and violence? Family violence?

(x) *Roads away from power*. What are the problems when women and men sincerely want to work together as equals? How can we all have the best of both worlds?

c. *Race and Religion: Two topics which don't appear in the course outline*.

(i) *Racism and Sexism*. As we began the project, we were anxious to involve minority people. We had been told frequently that sexism has less relevance for minorities, so we looked especially for ways to overcome any minority resistance, or even hostility. This was one reason why we felt that it was important to have a minority person on our staff.

Our first approach was to outline the similarities of racism and sexism, in the belief that this would increase minority interest.

This approach made *everybody* mad! First, it tapped into minority fears that sexism was in competition with racism for public attention, public resources, and public funds. Second, some perceived it as an effort by white women to ride the coat tails of the civil rights movement. Third, some members of *all three* races were simply tired of the subject. Many North Carolina school people who have been through desegregation feel this way. An older Black woman walked out of a seminar once, and never came back. The explanation, which we received second hand, was that she had come to our workshop ready to deal with a *new* topic. The old one was too painful.

Finally, it turned out to be practically impossible to discuss the similarities of racism and sexism without in effect painting white men into a corner. All of our efforts to focus on how bias hurts men, to take men off the defensive, went up in smoke when we added racism to the equation.

Of course, some people wanted white men on the defensive. During one of the few workshops we did on racism and sexism, in which we had also attempted to focus on how sexism hurts men, one white woman finally burst out, "I still say you're letting white men off the hook. No matter what you say about how well-intended it all is, the bottom line is that both sexism and racism work to the *benefit* of white men. They are the ones with the power."

She's right. (Part of our distinction between discrimination and bias is that *discrimination* hurts mostly women, *bias* hurts men and women equally.) She's right, but what is our goal? To assign blame? Or to bring about change? The basic system which makes discrimination sometimes seem reasonable will not change until we focus on bias, and that can happen only if we can demonstrate that an equitable society will in fact be better for everyone. If we simply fight over who occupies the driver's seat, we may get revenge. But we will not get equity.

Faced with the fact that our good intentions were having bad results, we went for a period of not addressing the issue of racism, but simply trying to improve our workshops on sex bias.

The results:

-Very occasional objections from minority women, who would say things like, "I don't know if I should even be here."

-more frequent comments from Black men, to the effect that "All of this sounds awfully familiar!"

These remarks gave us a clue about something that had puzzled us. We had expected that we might get a hostile reaction from Black men. In fact, they were often quickly supportive. We believe that the reason for this may be that many had taken part in a widespread program of in-service on the subject of racism, during school desegregation. (This program was led by Dudley Flood, now Assistant Superintendent for Student Services, and the immediate supervisor of our division.) These people had not only experienced racism, they had also studied it and could adapt their previous learning readily. In fact, some seemed to enjoy no longer being cast as the accuser.

But the most common result of the workshops in which we addressed sexism alone, without mentioning racism, was simply that everyone nodded and frowned together. Apparently, although North Carolina Indians, Blacks, and whites have distinct cultural identities, they have fairly similar ideas of what it means to be male and female. In fact, one of the most pleasant outcomes of these workshops was to have people look at each other across the "barrier" of race and see how similar they really were. Often, a sense of unity would develop between the women of all groups and the men of all groups as they grinned with recognition over each other's stories.

At the same time, Sylvia was occasionally working with all-Black groups. Within this context, she seldom found resistance to a discussion of sex stereotypes. Again, she discovered that the best approach was to begin with issues that people were already concerned about: family structures, employment, education, and racism. Relating sexism to racism within an all Black context, when the speaker herself was Black, did not produce the negative reactions discussed above. In this case, she was simply relating sexism to what she knew was a major concern.

Within these two relaxed frameworks, we began to notice some things. Some aspects of sex stereotypes have a particular impact on minorities. To the extent that a group "fails" to "achieve" an "ideal," the whole group may be labeled inferior. Thus, our minority members began lighting up with the insight that dispelling a sex stereotype would lay to rest some racial stereotypes too! Further, we found that some issues were of particular concern to minority people. The need for minority unity, for instance, makes minority people very interested in how men and women are taught to distrust each other.

For all of these reasons, during our first three years, we had dinner speakers dealing with sexism and racism (first Libby Koontz and then Sylvia Cole) at the summer institute.

It was not until our last year that we were ready to incorporate material on racism into our Seminar Leader's Handbook. It is there, not as a special session but integrated into all sessions where relevant; and it focuses on the special impact of sexism on minorities, or on the issues of special concern to minorities, not on the similarities between racism and sexism.

(ii) Religion and sexism. We would probably never include religion in the actual course because of the need to separate church and state, but it is another issue that can't be avoided. "Isn't all of this against the Bible?" "Can I be liberated and still be a Christian?" We have heard these questions so often. In other parts of the country, where other faiths are more heavily represented, the questions may be phrased differently but the concern may be the same.

So many of our seminar leaders had asked for help with this issue that for the 1978 follow-up conference and Summer Institute IV we brought in Tibbie Roberts, a woman with a lifetime of activity in the North Carolina Methodist Conference. Tibbie can quote chapter and verse with the best of them, and her own evident commitment to both her religion and her sex made her a great hit.

We scheduled her presentation for the evening, so that it was clearly not part of the basic seminars. Interestingly, even those participants who did not share Tibbie's religious convictions were glad to see that Biblical objections could be answered.

Some thoughts on handling religious objections to equality between the sexes:

-Affirm that this is a valid concern. Don't dismiss the issue by saying you won't discuss it, or put it down by saying that people can prove anything they like from the Bible.

-If someone says flatly, "This is against my religion," honor their right to their beliefs immediately and cheerfully. Don't try to argue.

-Most will ask the question impersonally. "What do you say to people who ask...?" In this case, if you are a member of any faith, answer personally, making it clear you are neither trying to put down others' convictions nor to impose your own.

-If you are not a member of any faith, or don't feel comfortable answering personally, quote some other particular person. "Here is how X answers this question." You are providing an answer, not the answer.

-Provide a short bibliography and/or a short reprint article on the subject.

-Your answer need not be long. Something like, "Jesus lived in a culture in which women were of very low status, yet he consistently went out of his way to treat them like people. When he encouraged Mary to stay in the front room discussing religion, instead of returning to the kitchen with Martha, he was actually breaking a law," is plenty. Of course, if time and interest permit, you may want to go into much more.

-Remember that for most people you are not really discussing religion, you are providing the reassurance that there are legitimate answers to the question, for those who care to delve deeper.

d. Promoting the Training Institute.

We described it at all Superintendents' Councils, stressing that the program would be locally controlled and would provide a way for teachers to move beyond rigid legal requirements into a program that would meet their own goals as educators. We then mailed a strongly supportive memo from the State Superintendent, accompanied by a course outline, summary of activities in LEAs that had already had the program, and excerpts from participants' comments. These memos were followed by phone calls, as discussed under "Planning Workshops." In addition, we mentioned the institute and local seminars at all public appearances, urging anyone interested to contact their central office to encourage the LEA to take part. After we received nominations from LEAs, participants themselves received a mailing directly, with a complete copy of the information which had been sent to their superintendent, so that they would know what was expected of them. This didn't always work, if their names came in late or the mail failed us.

e. The Participants.

The make-up of the institutes changed somewhat from year to year. I and II were limited to vocational people, counselors, and those who could pay their own way. II was limited to LEAs that had not taken part in I. III, under WEEA funding, was open to all LEAs and all school personnel. About one third were central office people, and about one third came from LEAs which had already had a program, or whose trainee had been unable to conduct one. IV included several teams of two people from medium-sized units and three teams of four or five from big units.

The main requirements for an effective local leader were that they be someone who related well to others. We could see no difference in effectiveness between vocational and academic teachers. Central office personnel had more freedom and flexibility than teachers, but were sometimes too loaded down with other responsibilities to be effective. Also, as many of them spend their lives at workshops, they were somewhat less exhilarated by the institute experience. Over the four years we had 85 white women, 30 white men, 29 Black women, 2 Black men, 4 Indian women, and 0 Indian men. We could see no correlation between race or sex and local effectiveness. Most of our trainees had little previous knowledge of sex bias. In a sense they were ordinary school people, but we believe that most LEAs did make an effort to choose those with leadership potential. Certainly, each year's participants often commented on what an extraordinary group they thought theirs to be, and we agreed. They were hardworking, humorous, open about their own lives and feelings, and most of all, interested.

The question of whether to restrict LEAs to single representatives is one of cost effectiveness versus emotional support. The early trainees, who were all singles, suffered from the lack of a partner unless they had a supportive local director or other friend in the central office. Some trainees formed their own partnerships with fellow trainees from nearby LEAs.

In Institute III, where several participants knew they had an already-trained teammate at home, and at IV, when teams attended together, there was definitely less anxiety. For large units of 50 or 100 schools, limiting the LEA to one trainee is probably unrealistic. It thus comes down to a balance of how you need to use your resources: we recommend teams if space, time and money permit. On the other hand, by training single individuals you will reach more LEAs, and singles can be very effective if you can find other ways to provide support, such as planning workshops.

In fact, giving support to the local seminar leaders is the name of the game. They are the keystones of the program, and all aspects of training and follow-up services come under this heading in one way or another.

f. Timing.
The institutes were all held in the third week of June, just after school ended. This timing gives the participant the summer to study, and to lay their political and organizational ground work. Holding it in August, as some suggested, gives them no time for reflection. Further, people are hard to find in August, except in August work days when most schools in North Carolina will not release teachers. The August work days, on the other hand, were an excellent time for our trainees to promote their program with fellow teachers. Holding the training institute during the school year was never seriously considered.

g. Location.
We used hotels, which let us sleep, eat, and work at the same place. The more isolated locations seemed to provide fewer distractions, and people both interacted and relaxed more. Our happiest workshop was the last (comforting to think we were getting better at the job!). It was in a hotel set amidst woods and golf course, with a pool and a good buffet line in the dining room. We believe that creature comforts are necessities, not luxuries. A week is a long time, and especially if the workshop deals with an emotional subject, people must feel loved and cared for.

h. Materials.
All participants received their own copy of the "Black Book," and, after the first year, thirty copies to take home. One of the resources of the agency was cheap printing, and we felt that the more Seminar Leader's Handbooks we gave out, the greater the chance that local participants would also act as leaders.

We wanted all participants to be free of the necessity of taking notes, so each presentation is written out completely, accompanied by presentation notes or exercises. In addition there are suggestions on how to present the material, bibliographies, fact sheets, and supplementary articles.

i. Structure:
Each morning and afternoon of the five days corresponded to one of the ten lessons. We presented the basic two-hour session to the participants, as they would be presenting it at home, so that they could have an opportunity to experience it. In addition, there was a one-hour supplementary section dealing with materials, teacher attitudes or student attitudes, organizational tips, and so forth.

j. Voices of Experience.
Many of these supplementary sessions were conducted by those who had taught the program before, so that every day we had at least one "Voice of Experience." Their practical advice on materials and organization were valuable, but most important

was their spirit. Trainees were vastly reassured by meeting colleagues who had held their seminars and survived. We included a mixture of men and women, elementary and secondary, types of LEA, and organizational approaches, so everyone could find something to relate to. One of the most popular: Betty Tyndall, a third grade teacher who brought taped interviews and slides of her students, some with beautifully expanded attitudes, and some quite unreconstructed!

k. Time to relax.

This institute works people very hard, and, as one colleague says, it's tough to hold two-hour sessions in 45-minute chairs. Yet, no participant could ever tell us what to leave out, and in fact we seldom finished a session. (We stopped, because promptness is an article of faith with us, but we didn't finish.) Lots of people complained they were tired, but most said they preferred being overworked to having their time wasted.

Some strategies for relaxation:

(i) The lunch break was two hours every day so that people could use the pool or tennis courts, or go shopping.

(ii) Evenings: Only one was a formal event, a dinner with a speaker. The others were a film festival (optional but nearly everybody came), a night when all participants were asked to go to the movies or watch TV, and report on the degree of stereotyping the next morning, and a "free" evening to write their plans.

(iii) Wine and cheese. The first year we had a one-hour break before dinner, in which most people went back to their rooms and collapsed, and then came to dinner almost as tired as when they had left the afternoon session. We realized they needed a more definite kind of relaxation, and the second year we arranged for a wine and cheese party. At the opening session we passed a hat, explaining that we had never figured out how to get wine past the state budget officer, and asked people to jot down any special requests. These included Welch's grape juice, celery sticks, and peanut butter, which we did supply!

Every party had a "Voice of Experience" as guest of honor. People sat on sofas or cafe style at small tables, got to know each other, and really did unwind. Exchanging stories on a one-to-one basis is an essential part of coming to terms with sex bias, but when people don't know each other, you simply can't count on it happening during "free time."

l. Feelings and feedback.

We passed out an evaluation sheet after every session (See Appendix H). It was brief and anonymous. It gave us good feedback on how we were doing, but not enough on how the participants themselves were feeling.

Therefore, on the Thursday morning, with six lessons and a night on the town behind them, we asked them to write us a letter. "Suppose we could sit down together, and you could really say how you are feeling about all this. What does it mean to you, both personally and professionally?" We asked them to sign the letters.

It turned out to be the best thing we could have done. One woman said, as she began to write, "Thank you! I've been wanting a chance to do this."

Having the letters signed was important. We found that it made people more honest, not less, because they realized that we were truly concerned with them as individuals. The anonymous sheets could be tossed off with a word or two.

The responses changed somewhat over the years. We got fewer complaints of exhaustion, and less apprehension about the future, as we learned to build in relaxation and reassurance. The warmth and enthusiasm for the substance and organization of the conference remained a constant high, a year's worth of psychic salary for every member of the staff. (See Appendix B).

Perhaps most important, each year two or three people were having serious problems with content, schedule, or personality, which they expressed in the letters and which we had not even guessed at otherwise. Each year, by altering the schedule, clarifying a substantive issue, or through personal conversation, we were able to address the need expressed. Then, at the end of Friday afternoon, we asked for another letter. These proved to be shorter and less emotional than the mid-point letters, but they let us know that, over the four years, we had been able to satisfy every one of our troubled people except one. (She went on thinking sessions were too long, and left early every afternoon.)

There is no way to overemphasize the personal nature of these issues. When you are impersonally discussing family violence, remember that the chances are good that you have a battered wife in the room. During discussion on the work pressures men face, there may well be an assistant superintendent simmering with resentment at the way his wife has pushed him. You don't have to become anyone's psychiatrist, but recognizing each person's individual needs, as an individual human being, is crucial.

m. The Seminar Leader's Planning Guide. (See p. 217).

The first year we scheduled planning for the last session, but the anxiety in the Thursday letters convinced us to move it to Thursday afternoon, which also gave participants Thursday night to work on their plans. At first the planning guide was merely half a page of questions, but when the planning workshops demonstrated the value of a highly structured guide, we developed one for our trainees too.

We based the objectives on the concerns of our participants. For instance, the first year many people feared they would not have support from their administrators at home. We therefore included an objective that would give them a chance to plan strategies as to how they could get that support. They found that thinking about it in an organized way often took the terror out of it for them.

The objectives included: (A)assuring necessary organizational and moral support, (B)identifying the existing priorities of their school system and plugging the New Pioneers program into these priorities, (C)deciding on immediate and long range target groups, (D)deciding on the organizational pattern which would let them reach the most people, (E)publicizing the program in such a way that their target groups would understand what it had to offer, (F)preparing themselves fully for conducting the seminars, (G)identifying resources of people, materials and money, (H)making logistical preparations for the program, (I)providing follow-up support for the participants, (J)evaluating what they had accomplished, and (K)deciding what to do next.

Each objective had an accompanying form to organize their thoughts further. We stressed that if they were uncomfortable with the format for any reason, there was no reason to use it, but we did urge that they consider all of the questions.

The structured format of the planning guide did seem to be reassuring. At the same time, because the guide is phrased entirely as questions, they did not feel pushed. "No" was always an acceptable answer, and all through the guide is the phrase, "If not sure, enter how decision will be made." Nevertheless, we did urge them to think through their own best recommendations, reminding them that if their plans were too ambitious their administrators would tell them so, but if the plans were too modest, no one would object!

n. The Teacher's or Curriculum Committee's Planning Guide. (See p. 265).

The local seminars on expanding sex roles are open to everyone. Their strong point is also their weakness: they focus on the general values questions which form the major barriers to action. The seminars treat teachers more like people than like professionals. Only incidentally do they touch on any subject area. Yet, if the program is successful, teachers now want to do something. And if what they do is not thorough-going and systematic two pitfalls lurk:

- the program may fizzle, as teachers haphazardly do what they can with little support.
- Students may suffer from overkill, if every teacher does the same thing. Having five different teachers explain how to find sex bias in a textbook could be pretty deadly.

THE THREE OBJECTIVES

(A) To identify developmental areas which may be limited or over-emphasized for either sex.

Teachers are asked to consider at least seven developmental areas: intellectual, emotional, physical, perception of the world, interpersonal, societal, sexual, vocational, other?...and then brainstorm ways in which sex stereotypes affect either sex in each area. This objective serves two purposes: to see how pervasive sex bias is in human development and to remind teachers of the many kinds of impact they have on students beyond the skills they teach. One of our trainees felt this exercise was so convincing that she planned to try it as the opener of her awareness program.

(B) To identify all possible opportunities in their own work for expanding sex role perceptions.

Teachers are asked to identify those developmental areas discussed in Objective A which are relevant to their own work. Some fields may find all areas relevant, others will choose only a few. They then list all possible opportunities in their work to contribute to each developmental area. This exercise should produce long lists of subject matters, skills and activities. The purpose of this objective is to encourage teachers to systematically examine their whole field, rather than simply grabbing at a few obvious behavioral or curriculum activities. Preparing this exhaustive list should not only provide a foundation for an immediate plan but also a broadened biew of their work which will resurface, unbidden, in the future.

A by-product of this objective: many teachers have not stood back and taken a real look at the values and opportunities inherent in the work they do for a long time. This exercise may give them a renewed vision of their entire job, not just the elimination of sex bias.

(C) To write their own plan of action.

Only now are teachers encouraged to get specific, by looking over the list and choosing those activities which they would like to actually carry out, based on which areas are most important to them as individuals, and which are easiest to accomplish.

For this reason the LEA planning guide (see p.195) at the one-day planning workshops urges the planning team to give strong support not only to the in-service course but also to organized curriculum development.

Providing separate planning guides for every field of education was impractical. Therefore, this guide structures the way teachers think about their task. It does not provide specific curriculum suggestions. It could be used in one of two ways: as the eighth session of the in-service program, or as a follow-up activity to be used by curriculum committees.

The teacher's planning guide does not focus on eliminating sex bias. If teachers do no more than try to identify bias and eliminate it, they will have done far too little, for two paradoxically contradictory reasons.

One: eliminating bias is impossible, at least in the near future. Even the most committed professional will find unconscious biases cropping up all the time. Therefore, something more positive is needed as an antidote to the bias which will inevitably continue to influence our students' lives.

Two: there are programs which are fairly neutral, or unbiased, but which still have superb opportunities for expanding students' horizons.

Also, identifying bias is negative, and as we saw with the state consultants, many people resist the very idea. But anyone who is seriously trying to expand students' perception must in the course of doing that identify bias and deal with it.

In New Pioneers-Vocational we learned that focusing on discrimination produced resistance, but that leap-frogging over discrimination to focus on bias brought an understanding of discrimination "for free." In New Pioneers-Elementary and Secondary we came a step further. Focusing on eliminating bias also produces some resistance, but if we focus on expanding students' perceptions, we get the reduction of bias for free.

If teachers are working in curriculum groups, they can divide up responsibilities in order to be sure all possible opportunities are exhausted. If they are working as individuals, their aims will necessarily be more restricted.

It is at this point that teachers should be encouraged to develop long-term goals of seeking out the curriculum-specific materials now being developed, or writing and publishing their own. The positive approach they are taking can make an important contribution to their own professional literature.

5. THE PROGRAMS BACK HOME

a. Getting ready.

Most seminar leaders started by reporting back to whomever had sponsored their attendance at the training institute: the superintendent, the staff development coordinator, the vocational director, or the Title IX coordinator. They described the workshop, expressed enthusiasm, and made plans. In these conversations they identified other priorities in the school system, decided on their target groups, and discussed the organizational pattern that would suit their school system best. They usually then spent the summer in studying and reading, and making informal contacts with other people they thought would be helpful.

b. The failures.

Oh yes, there were some! Although the years taught us not to be too quick to classify.

Only one that we know of was due to outright hostility. The first year, one of our best participants went home only to be told by her Superintendent that they weren't going to have any of that dirty stuff in his schools, and that was the end of it. It was to save others from her experience that we required subsequent applications to include a signed statement that the LEAs would support the course. The LEAs still have no legal obligation, but we hoped this would at least improve the chances.

Also in the first year we had one participant who herself could not accept the ideas. She said, "I just wouldn't do it the way you'd want me to." Even so, she found someone else to conduct the seminars while she took care of the logistics. (An honorable woman.) Several participants found their LEAs so caught up in other priorities that there was no room for their program. In some cases they turned to the community, especially women's church groups, as an alternative.

Sometimes trainees were given new assignments or additional duties and had no time. This is one of the hazards of central office jobs.

The most common reason for a class not getting off the ground was "insufficient interest." In these cases the program was simply included as one of many in-service offerings, with no special attention. This was how we first learned that pre-program promotion was crucial.

However, each succeeding year made us revise our definitions of failure. Trainees who had been pushed aside by other priorities did teach their programs - the next year, or even the year after. LEAs that swamped their trainees with other duties, or whose trainees moved away, sent new recruits to Institutes III and IV. And every time we found out why a course didn't happen, we learned something.

c. Voluntary programs: promotion the key.

The "lack of interest" LEAs all handled it the same as any other course: mimeographed memos or including the topic in a general list. This method succeeded in some cases, but we believe that it can be relied on only in small or rural LEAs where there are few in-service opportunities or where everyone knows and likes the instructor. Even so, many seminar leaders found misconceptions were still rampant. In Yancy County only ten signed up for the first program, then word-of-mouth promotion by participants was so positive that forty signed up the second time around. "I didn't understand what the course was all about. Please offer it again." In a large school system, however, word-of-mouth is not enough.

Most successful LEAs did more:

Supportive principals helped by announcing the program, and urging teachers to take it, though they could seldom explain the program in much depth. In some units where all teachers gather for single large meetings at the beginning of school it is possible to make a presentation to everyone at once. Usually trainees did this themselves, but sometimes they invited one of us.

Sometimes smaller units took advantage of their size to present the whole program to their entire faculty during August work days. Halifax County and Weldon City used these days to start the program, and then teachers completed it throughout the year.

In units too large for a single staff meeting, showing the filmstrip in individual faculty meetings seemed the best approach. We lent them enough copies so that they could send teams out to several schools at once, covering the entire LEAs in a month.

d. Universal program: promotion still the key.

We found that as time went on, LEAs were more and more willing to make the program required. In the beginning nearly all were voluntary, though some small units took advantage of teacher workdays to give the entire program to everyone. This works fine in a unit of 80 teachers or less. Only one system in the first year tried to train trainers and they lacked sufficient administrative backing to assure that every school got the completed program. The second year brought the first universal program, in which our trainee in Catawba County trained representatives from every school who repeated at least ten hours for their own faculty. They could fit the ten hours into one-hour sessions after class, three-hour sessions during teacher workdays or whatever they chose.

The third year brought two more counties, Vance and Cleveland, following this pattern, while Halifax County, which had been one of our Vocational pilot units, took the lead again. They had had a voluntary program the first year, and had planned to repeat it. However, the pregnancy of the seminar leader had led them to postpone the seminar in the second year. The third year they sent an additional teacher for training, and those two "team taught" a team of two people made up of a hand-picked lead teacher plus the principal from each school. Involving principals to this degree represents an unusual investment of resources, and speaks for the level of central office commitment. The Halifax seminars were monthly, with each team repeating the program in their school sometime during the subsequent month. The program thus extended over the entire year.

Each one of these advances was at the initiative of the LEA - in each case they went beyond anything we had dared recommend. We can only wonder what the Institute IV graduates will come up with.

Acceptance of a universal or required program depends on two things: teacher expectations and tact. In systems where teachers expect the August workdays to have a prearranged program, their only question is, "What is it this year?" Halifax used the teacher workdays to give all teachers the introductory session and inform them of the goals of the program before they were plunged into it. Although they did not in fact have a choice as to whether to continue the program, they were treated with the same respect as though they had been a voluntary audience. Resistance was very low.

The advantage of a universal program is that it reaches everyone together. It lifts the burden of responsiblity from the teacher, who is relieved of having to explain why they are taking the seminar. It is quick and efficient, and guarantees that everyone is ready to start curriculum planning together.

We, therefore, recommend a universal program which treats participants with as much respect as if their attendance were voluntary.

e. When.

Classes were held during teacher workdays, (either all at once in August or scattered through the year,) or weekly after school or in the evenings, or monthly. Sometimes other scheduled meetings were used, as in one school system in Haywood County where the program was held during already scheduled monthly counselors' meetings. Halifax used release time in the afternoon to train its teams, who held their own seminars after school.

Using workdays has the advantage of easy scheduling but may cause resentment if teachers expect to use the time in other ways. Weekly meetings have the advantage of good percolation, giving a chance for new ideas to sink in. Vance County High School offered teachers the option of a weekly meeting on one of two afternoons, or a weekend retreat. They felt that those who had attended the retreat had a more intense experience than those with the weekly meetings, but good follow-up activities would likely be needed to sustain this involvement. Seminars seemed equally split between fall and spring. Those who conducted them in the fall felt that teachers had more time to apply what they had learned. Those who conducted them in the spring had usually spent the fall preparing for and promoting the program. Also, sometimes other priorities in the fall demand too much of the teachers' attention, and they felt that the reception would be better in the spring.

f. How long.

Programs ranged from ten to thirty hours. Systems which offered ten did so in the belief that teachers would not sign up for more. Perhaps they were right but many trainers felt they were just getting started, and the group just beginning to open up, when they had to stop. No one who offered twenty hours had trouble holding interest. Indeed nearly all reported they could seldom finish a lesson, the discussion was so lively. One LEA gave twenty course hours with ten more of independent study, for a total of thirty. Of course, LEAs using the ripple effect were involving their local trainers in thirty or forty hours.

g. How many and where.

Class size ranged from ten to eighty. Small classes were usually conducted in a round table manner in a classroom or central office board room. Large classes were conducted in libraries, cafeterias or auditoriums. Large groups were handled comfortably by presenting the first hour in a lecture or other formal presentation, and then letting the second hour be spent for small group discussion at the table where participants were already sitting. Small groups have the advantage of intimacy, large groups have the advantage of more diverse opinions and reaching more people. As must be clear by now, our bias is in favor of reaching the most people as soon as possible.

h. Who.

Class membership ranged from a total mix to special target groups, depending on the organizational approach chosen. Some classes were entirely for counselors or vocational teachers. One brave lady taught twenty hours to a class made up exclusively of principals, supervisors and the Superintendent. She reported one stood up after the first class and announced, "This isn't going to be boring after all!"

i. Follow-up to the seminars.

In the early years, with little organized support from the central office, there were few formal follow-up efforts. Teachers got together on an ad hoc or friendship basis, sharing experiences, new materials, etc. Seminar leaders were seldom free to travel to other schools to provide support services, except in LEAs using the ripple effect. Although two or three people held "reunions," most did their "follow-up activities" in chance meetings in the hall, the teachers' lounge, or the grocery store.

With the advent of the planning workshops there was an increased recognition of the importance of follow-up activities. We believe that the support of these planning teams, and the tool of a structured planning guide for individual teachers or curriculum committees, will make curriculum planning easier.

6. PROVIDING FOLLOW-UP AND SUPPORT SERVICES TO LOCAL SEMINAR LEADERS

People varied in how much support they wanted, and in how much they communicated with us. Some called us often, for advice or help or just to talk. Others didn't even tell us when they held their seminars. Although it's important not to pester, we would still say that the quality of support you offer your people has a direct bearing on how much they accomplish. They need not only whatever services you can perform but also the continuing sense of momentum that you can provide.

We began with phone calls in the fall, just to see how things were going, offer aid, and pass on news from other seminar leaders. Balance was important in these calls. We wanted to convey enthusiasm and reinforce positive experiences, but also to give people a chance to discuss problems.

Services people asked for included identifying speakers or materials, or visiting. Visits were usually to take a session of the course, either one they felt uneasy with, or one they felt was a specialty of one of us.

These visits were a great pleasure, visible proof that success was not based on some special alchemy of the Training Institute, but on the chords struck by the ideas themselves. The dedication and enthusiasm of many of the seminar leaders was sometimes mind-boggling, not only to us but to themselves. One woman shook her head in an empty classroom, after everyone had gone home. "I don't know what's gotten into me. It just all seems so important." She looked around at the empty desks. "And it does to them too."

As time went on, follow-up services blurred with general activities. For instance, speaking to a principals' meeting at the request of a trainee was an important way of gaining access, as already discussed. This service was especially important in the early years, before we had the planning workshops to help create central office support.

The Seminars Leaders themselves became part of a support and service system. As often as possible, when we received speaking invitations, we would recommend one of the trainees instead. This gave them a chance for the positive feedback they would get from the event, demonstrated our faith in them, and established them as local leaders. As such organizations as the North Carolina Association of Educators began to be aware of the issue and the existence of this network of resources, the invitations went directly to the trainees, rather than being funneled through us.

The one thing we never did, and really wished we had, is have a newsletter. Many people asked for it, and it would have been an easy way to feature local successes, ask for feedback on common problems, and let people feel a continuing supportive presence. Next time.

The highlight of our services to trainees was the Follow-up Conference held in March of each year. In early February we mailed a letter catching them up on our news, and a questionnaire asking them for theirs. Based on these responses we set an agenda and identified session leaders (See Appendix J). then sat back to let them run the show. This was our major chance for feedback, the basis for materials revision, and for refinement of both philosophical and organizational approaches.

We always invited participants from all previous institutes. The early trainees gave insight into the long haul - how programs could gain--and lose--momentum.

Representative comments from '77 and '78:

- "This reunion has been a shot in the arm--just what I needed!"
- "MY experience with my Local Education Agency has been frustrating beyond belief."
- "My greatest need--unrealized until now--was to be with other people who are interested in eliminating sex bias."
- "I was particularly interested and pleased with the "Bible" session."
- "I have written innumerable ideas in my notebook that have come from our open discussions!!"
- "The rapport I have had with those who took my course has been most satisfying. Reports of experiences in the classroom with kids have been gratifying."
- "The idea of training a team of supporters from the central office staff is excellent."
- "I keep getting favorable comments from '76 participants, and keep getting static from those who have no idea what it's all about."
- "In looking back, I think my courses have been a bigger success than I had previously imagined. I have enjoyed the county-wide recognition and personal satisfaction."
- "I have learned and put into practice the topic as an individual, a mother and certainly as a teacher of people. It has enriched my feeling and teaching and everyday living. In no way can I measure the real benefits to me personally."

We were particularly gratified by one woman's report that her first year, the principals simply laughed at her presentation. However, she was able to get the Local Education Agency to send a team to a planning workshop. Their support was such that she is now confident the program will flourish next year!

7. IMPACT ON THE SEMINAR LEADERS

What does it do to a person to run this program for fellow teachers? A few drifted away, but most, even those who had not conducted an in-service course, told us about the profound effect the program had had on their own lives. The impacts ranged from the sublime to the ridiculous, sometimes with a strong dash of bittersweet.

Our people came in for a lot of kidding. Nearly all the women said they had to get used to being called "The Sex Lady." Some reacted angrily to this kind of labeling, but most developed cheerful grins and thick skins. One participant was a quiet,courtly, gentleman who said little during the Summer Institute, but whose Thursday letter showed that his silence was due to reserve, not disapproval. We called to ask how his program was going. "Well, it's certainly changed my image."

Several people mentioned that the insights they had gained resolved conflicts within themselves, and made life easier in dealing with others. "I am more comfortable with life in general and myself in particular." "Some of the things that used to drive me crazy don't bother me any more -- I can cope and try to change them."

But it wasn't always easy. Everyone reported some hostility, often from close friends or family. Sometimes women would say, "How do we help our husbands understand?" The resulting sharing from women who had found ways of including their men in their new insights was often moving. This problem was even more poignant for men. Consider the courage and the commitment in this statement from a young father: "I am constantly in a muddle of mixed emotions. Women I know and love are against me entirely. Some men think I'm a traitor, some are for me, and some think I'm crazy. But my 13-month old daughter is going to benefit from my actions enormously."

Yet the most common remark, from both sexes and all ages, was that people felt they understood the other sex better. "Now I appreciate what my wife is going through." "I never realized how I'm pressuring my husband." One happy measurable result: a woman who said, "Ive decided that I *can* get married after all, now that I understand we don't have *to* live by the stereotypes." Yet, this very hopefulness could lead to an opposite painful decision. With mixed emotions we heard of two participants who had decided to leave bad marriages, partly because they had lost their sense of resignation.

Increased communication between the sexes showed up in a professional context too. "It seems so much easier to work with women now." "I can communicate better with my principal."

Running a system-wide program on sex roles makes a person very visible! That can be a professional advantage. A young woman wrote, "It has set personal and professional growth ahead many years and I have been involved less than a year." In fact, we watched some people change. One man was greeted with "You look different!" at a follow-up conference. And indeed he did look taller, broader--he'd never been a leader before.

Some women said they were now actively interested in advancement to positions they had never considered before. This interested us, as no part of our program focused specifically on hiring and promotion practices or affirmative action. And here too, new opportunities sometimes brought inner conflict. One very capable woman said, "I struggle with the question of how successful I want to be. I have people pushing me to be and do more. My superintendent is particularly insistant."

Women are accepting the challenge, however. When New Pioneers-Vocational began, there were three female Local Directors. Now there are twelve, and two of them are our trainees. Perhaps the greatest by-product of the program will be a new cadre of very promotable people, both female and male, who have thoroughly internalized a commitment to expanding sex role perceptions.

8. WORKING WITH STUDENTS

In our original proposal, we had planned a rather elaborate students' project, in which we would form advisory groups of students of different ages, racial backgrounds, and economic groups. We also considered an urban-rural variant. The object was to try to discover differences along these variables or the absence of differences, so that teachers could tailor their approaches more appropriately, and so that we could tailor our presentations to specific teachers. However, by the third quarter we realized that this project was too different from the rest of our activities to be able to handle it with the type and size of staff we had. Other components of the proposal were all essentially administrative and systemic, and they dove-tailed and complemented each other. This component, based on library research and the formation of these groups, just never happened.

a. Working with students as regular staff work

Facing reality as far as our indepth research project was concerned didn't mean we never met with students. Teachers and local administrators often asked us to visit a class or speak at a career day. In addition to providing a service, working with students filled three functions with us: staff training, informal research, and demonstration. Most important, working with students sometimes provided access available in no other way.

(i) Staff training.

Working directly with students gave our staff an opportunity to try their wings, and a fund of personal stories to use in more formal presentations with teachers and administrators. Staying in touch with students' attitudes also kept us all grounded in reality. Contact with students usually came in one of three forms: large audiences like school-wide career days or assemblies, addressing individual classes at the request of the teacher, and working with student organizations such as the North Carolina Association of Student Councils' annual conference, or with the leadership groups of the vocational youth clubs.

In large group situations, which were usually limited to a lecture, we would briefly explain our program and define bias. We usually had two objectives: that students would absorb some new life-planning information, such as the fact that only forty percent of all available jobs pay well enough for one person to support a family, and for them to learn what bias is, so that they would understand it and be able to recognize and therefore resist it.

We also wanted them to understand that their peers could be as biased as adults. Sometimes we began with a story of a girl who had wanted to take carpentry but never did. She had checked it out with all the adults in her school and at home and it had been fine with all of them. It was fine with her boyfriend. It was her girlfriends who talked her out of it. This story often startles students who are used to perceiving adults as being the ones that keep them from doing what they want to.

Gary had a mass demonstration of peer pressure when he addressed a group of 250 students and asked for a show of hands of any boys who might be interested in elementary teaching. After some urging one brave 14 year old raised his hand. After the speech, Gary tried to make his way to the young man in order to congratulate him for his independent opinion, but could not wade through the crowd of "friends" who were punching up on him and asking him why he said such a dumb thing.

(ii) Student organizations

These groups have the potential for being a real access point for change. The North Carolina Association of Student Councils meets on a state-wide basis, and provides an opportunity for reaching student leaders. In some schools, especially if the student counselor advisor was particularly interested in expanding sex roles, the student council took a real leadership role. Almost any special interest club might come up with projects relating to expanding sex roles.

(iii) Individual classes.

Speaking to individual classes was our most common request, and the place where we were most likely to meet some of our other goals. High school Psychology classes, Pre-vocational classes, English and Social Studies seemed to be the most common.

Meeting with classes gave us a chance to demonstrate how to work with students in expanding sex roles, and a chance to add to our own informal research.

Some of the patterns we followed:

Simple discussion instruments.

A short list of occupations and whether they should be done by men, women, or anybody could be checked off by students in three or four minutes, and then used as a basis for discussion.

Reproducing research.

Research studies make good informal instruments. The results, while not conducted rigorously enough to be publishable, still contribute to your own information and enable you to back up the academic studies with quotations or anecdotes from your own experience. Matina Horner's study on fear of success, in which students are given a one sentence story to complete (Ann or John has just completed her/his first term in medical school and discovered that she/he ranks first in the medical class)1 is a basis for lively discussion. One of our trainees, a third grade teacher, adopted Linda Harrison's "Cro-magnon Woman," a study which demonstrates the importance of language.2 She divided her class into three groups, and instructed one group to draw a picture of cave men, one group to draw cave people, and one group to draw cave men and women. Only the third group drew any women.

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1. Horner, Matina, "Toward An Understanding Of Achievement-Related Conflicts In Women," And Jill Came Tumbling After, pp. 51-53.

2. Harrison, Linda, "Cro-magnon Woman-In Eclipse,: The Science Teacher, April 1975.

Answering your own questions.
In the course of your reading and discussing, you are bound to catch yourself wondering about student attitudes, and whether certain factors really make any difference. Save the questions for the next time you are invited to speak to a class. For example, we hear a lot about the importance of same-sex role models. Does it really matter? If you had been asked to speak to a series of four classes, you might hold up pictures of sex stereotypical workers in the first and third classes, and ask the students to raise their hands if they can imagine themselves doing these jobs. In the second and fourth classes, show paired pictures of males and females doing the same work. Are the results the same? Different?

(iv) Keep a record.

Whatever the format, keep a record of students' reactions. As soon as possible after each event write down what they asked, what interested or irritated them, and any good stories. Did boys and girls answer the same question differently? For instance, ask a class of teenagers how many of them are planning to get married. We have seen every girl's hand rise confidently, while the boys nudge each other questioningly. This leads logically to a discussion of who those girls are planning to marry!

Probably the best single question we have run into for a lively discussion among adolescents is, "How would it be if girls always paid their own way on dates?" Boys and girls respond quite differently, and the discussion always leads straight to the heart of male-female power relationships. Girls readily discuss their feeling of owing their date something at the end of the evening. And boys may react as though you have been eaves-dropping on their most private thoughts if you suggest an advantage for boys might be that they don't have to wonder why the girl is with them. Is it for themselves as people or because they were the only way she could get to the movie?

(v) Recycle.

Use your experiences with students as you work with teachers and administrators. If you are focusing on changing the system you won't spend much time with kids, but quoting them will keep your program reality-based.

F. TEACHER EDUCATION

1. SUMMARY AND TIMELINE

With teacher education our main accomplishment was in identifying the dynamics of the university system, developing a process for involving professors, and building a core of leaders committed to the continuation of this process.

As with the SEA component, late funding meant the loss of most of the first year. This loss turned out to be a lucky one, as we spent most of that year discovering that our original objectives were inappropriate for college professors!

The major lessons: professors have no continuing education requirement and are not easily reached by providing an in-service program. Education requirements are already crowded, and there is no room for a new course, except as an elective. However, unlike teachers, professors have the time and skills for research and curriculum development, and will commit substantial effort to incorporating an understanding of sex roles into existing courses.

The Teacher Education component of the project was managed by Sylvia Crudup Cole.

1976	
December	Meeting with Dr. Elizabeth Koontz, Assistant Superintendent for Teacher Education.
1977	
January-February	Presentation to North Carolina Association of Colleges for Teacher Education (NCACTE).
	First advisory meeting of "pilot" institutions.
	Visit with North Carolina accreditation team to Catawba College.
April	Visit Salem College with National Council for Acreditation of Teacher Education (NCATE).
June	Planning meeting - decided on combination planning and awareness conference.

August-September	Developed and field-tested Teacher Educator's Planning Guide.
October	3 Day Planning and Awareness Conference.
1978	
January-March	Follow-up calls and visits.
April	Follow-up conference.
July-August	Planning for fall conference to be sponsored by Division of Vocational Education

2. TEACHER EDUCATION'S PLACE IN THE SYSTEM

The North Carolina teacher education system is composed of 43 teacher education institutions, 15 state supported and 28 private.

In 1977 there were 4063 teacher training graduates from the public institutions, 1016 male and 3047 female. The private institutions graduated 1788, 478 male and 1310 females.

In 1977, 51 men graduated with Early Childhood degrees, compared to 1511 women. At the secondary level, men outnumbered women in areas like Agriculture (male 25/female 0) and Industrial Arts (male 108/female 7). Women greatly outnumbered men in areas such as Business Education (female 169/male 26), English (female 276/male 83), Home Economics (female 187/male 2), and Special Education (EMR) (female 242/male 19).

Social Studies was more balanced,with 204 men and 188 women.

In addition to pre-service education, these institutions provide in-service teachers most of their opportunities for certificate renewal credit and credit for upgrading and advanced degrees. As the demand for the number of teachers decreases while the demand for specialized services increases, in-service education will assume an increasing proportion of the teacher education programs.

The teacher accreditation staff in the state agency of course works closely with these institutions. Professors may also have close working relationships with state consultants in their own field, on an individual basis, but there is little system-wide coordination.

3. IMPORTANCE OF TEACHER EDUCATION

a. Inadequacy of In-Service Programs for Expanding Sex Roles.

In-service seminars are bandaids. To be effective they require at least 20 hours of general understanding, followed by curriculum expansion and adaptation, a complicated after-the-fact process which would be obviated by expanding and adapting pre-service programs. The waste inherent in re-educating new graduates is obvious. Further, no local school system is going to offer in-service on any one topic indefinitely.

b. Universities as resources

Professors are permanent resources to local teachers and to state consultants. As the established source for continuing education, they are the ones who can provide the in-depth curriculum expansion, within the context of the curriculum itself, which is beyond the scope of our workshops.

c. Long-term research.

Finally, professors of education are the most likely source for the kind of quality research on expanding sex roles in all of the curriculum and developmental areas which will be needed over the years to come. So far, our work has only hinted at the complexity and promise of understanding how sex roles affect learning.

4. REDEFINING OBJECTIVES AND STRATEGIES

a. The original objectives

We had planned to follow the same pattern we had with local school systems: to conduct a one-week institute to train one or two people from each teacher education institution to go back and conduct in-service for fellow faculty. In addition, we expected develop a curriculum for a specific course on sexism in education, which we envisioned as a more rigorous version of our seminar program.

b. Preliminary interest assessments.

At our preliminary meeting with Dr. Elizabeth Duncan Koontz, Assistant Superintendent for Teacher Education, she expressed interest as to whether we would have much participation in a training institute, pointing out that the traditions of academic freedom at the university level are inconsistent with the type of continuing education requirement that provides such good access to teachers.

This conversation made us wonder whether we should proceed directly to developing the sex bias course for pre-service teachers. If we could not have a direct impact on professors, perhaps the students could. Our influence might need to bubble up rather than trickle down.

Dr. Koontz arranged for us to make a presentation at the state-wide meeting of the North Carolina Association of Colleges for Teacher Education (NCACTE). As a preliminary, we met with half a dozen professors from North Carolina State University and Meredith College who were already enthusiastic about expanding sex role perceptions. They were dubious that they could gain support for any type of mandatory seminars for fellow faculty and felt few would attend voluntarily. They did think that some type of individual professional development institute might be attractive, but not a full week. In fact, they seemed almost offended at the suggestion that they could miss a week of classes. Summers were a poor bet, as college professors tended to travel or accept other full-time commitments.

At the NCACTE meeting we gave a twenty minute presentation, describing the goals of equal education, the importance of teacher education in the system, and handed out a questionnaire which assessed interest in possible ways they might participate. (See Appendix K).

This was our first chance to measure receptiveness and we were delighted with the response. Many expressed interest in a training institute or workshop, no one checked "take no action at this time," and, best of all, several volunteered to be pilot units.

As it turned out, our "pilots" functioned in a loose advisory capacity, rather than carrying specific demonstration projects. We called on them often for telephone advice, and they came to Raleigh or Chapel Hill several times -- a four or five hour drive, for some.

At the first such meeting, they diligently worked through a structured set of questions which were designed around our original objectives. At the end, the verdict was clear. Despite the NCACTE questionnaire only one person thought an in-service program was feasible. And they were emphatic that there was no room at the inn for a new required course. The only institution that would even consider a separate course would have it as an elective, and as we were trying to reach all students this would not meet our needs. In fact, there was some passion on the subject of the tightness of the present curriculum, people always wanting to put in new requirements, and so forth. We would have been discouraged except for the fact that, as individuals, they were so supportive. But we were now at a loss for a systemic approach.

c. Visiting campuses

Invitations to visit campuses began to pick up steam now. We were asked to make presentations to classes, or conduct special workshops for both students and faculty, ranging anywhere from two hours to two days. Faculty attendance was usually voluntary, and sparse.

Our objectives in providing these services were that they provided a chance to get to know the institution and gain support for our program. As with working with elementary and secondary students, we tried to use these sessions as demonstrations, and as a source of informal research for ourselves. There was a potential problem with some of these invitations. As members of a state agency and therefore public servants, we were expected to respond to any request for service. However, it was our goal to develop capacity on the part of the professors themselves to expand sex role perceptions. Some expected simply to use us as reliable guest lecturers, rather than developing their own expertise. For this reason, whenever possible, we tried to spend time with a professor before or after our session discussing ways to work expanding sex roles into the regular curriculum.

These visits taught us that although some teacher education institutions had women's caucuses and women's studies programs these generally had had little impact on the education schools. Except for a small number of individuals who had a specific interest in sex roles, university faculty were very similar to teachers and the general public in their awareness level. No institution had a systematic approach to informing education students on how sex roles affect learning.

We did discover lots of resources, both committed individuals and materials collections, though universities apparently suffer from the same kind of communication problems that everyone has. On one big campus, the head of the women's studies program did not know about an enormous collection of materials on expanding sex roles that was housed in the career counseling center.

d. Using an existing priority as an access point

At the NCACTE meeting, we had met Don Stedman, who had been conducting a state-wide assessment of teacher education in the North Carolina university system. This official investigation definitely had the attention of the teacher education community.

Don proved to be a stellar example of the unpredictable good luck that befalls anyone trying to expand sex roles. In the midst of what sometimes seems like a Sargasso scene of resistance or incomprehension, are people who don't need any persuading at all, and are ready to go out of their way to give the program time and attention. Don volunteered to convene a meeting of representatives of the state supported institutions.

We gave this group an overview of our approach to the issues and the programs we had underway with LEA and with other divisions in the state agency. We shared our discovery that many professors were enthusiastic about doing more to expand sex role perceptions, though they had been dubious about our original objectives.

The group recommended and agreed to sponsor a conference that would in fact be a blend of our two major LEA activities, the summer training institute and the planning workshops, which would create an informed group of teacher educators committed to implementing a plan of action on their campus. This conference would be just three days long, held at the University of North Carolina at Charlotte. They liked the idea of a structured planning guide and were interested in seeing the ones we had developed for LEAs, but were too unfamiliar with the concept to have many suggestions for its development. However, everyone agreed to comment on a draft.

After nearly a year, we had a plan!

5. THE PLANNING AND AWARENESS CONFERENCE

a. Developing the Planning Guide

During August, Sylvia developed a draft of a planning guide, then field-tested and revised it through individual visits to five universities, working with groups of faculty appointed by department chairs. It was based on the model of the LEA guide, but adapted to the needs of the university. It had the added attraction of being printed on self-carbon paper, a technological gimmick which appealed to the professor-planners. (See p. 265).

b. The conference agenda

This conference was a special pleasure to us, because we felt we were profiting from many lessons we had learned the hard way. On Wednesday afternoon we started with the substance of sex bias: an overview, and a special session on men. That evening we had a dinner and speaker, Virginia Levister, a guidance counselor and local New Pioneers seminar leader. Her mission was to make it clear to the teacher educators that their graduates would be coming into systems that expected them to understand the connections between sex roles and learning, would in fact be looking to them to be up on all the latest. She quoted a recent graduate of a prestigious university saying, bewildered, "Why didn't I ever hear about this in college?" The next morning we had a session on language and teaching materials, and one on how sex bias can ruin your marriage. Although this session was sub-titled "Implications for Guidance and Career Planning," in order to justify its presence in a professional workshop, the real purpose of this session is one that underlies all of our 'Start with problems people know they have' approach. Teachers and professors who are also human beings may have conflicting feelings about expanding sex roles, if they fear damage to their marriages and families. Someone who is carrying personal fear into a professional setting will not be able to plan freely.

In the afternoon we focused more specifically on curriculum and then began the planning process. We had learned from the language conference that planners need a team to support them. Therefore, we divided the conference into small groups, each to brainstorm possible ways of approaching one objective, which they then shared with the group at large. They then had just half an hour to write the first half of their own plans based on ideas they had obtained from the small and large group discussions. They had the evening free. The next morning we had the second half of the planning session, following the same pattern of half an hour for brainstorming, half an hour for small group reporting and half an hour for plan writing. The conference ended with another substantive session, "Roads Away From Power," which identifies ways in which men and women have been reared in such different cultures that they may have difficulty working together, despite their good intentions. The soundness of ending with substance rather than planning was borne out by a conversation with two men, who said at the beginning of the last day:

"We finished up our plan late last night."

"What brought you back this morning, then?"

"This last session looked interesting."

In fact, they later said they had both gained from and contributed to the planning session' which, because they had done their homework the night before, they would not have attended if that had been all that was scheduled.

c. Evaluation of the planning conference

The people at the conference varied from those who had made women's studies a specialty to those who had never considered the subject at all. The technique of presenting all topics as "Methods" sessions accomplished the purpose of making the substance equally relevant to all. For those who already knew the basic theories, we weren't talking down to them, we were discussing techniques. For those to whom the ideas were new, we were not being condescending or putting them on the spot.

Participants were extremely favorable about the structured planning guide. Many made comments to the effect that they had been to workshops with good substance, in which they were simply supposed to use the materials the best they could. Some of those who had been dubious about the planning process expressed particular satisfaction that they really felt they had considered all the major avenues of potential activities and problems.

Some participants exhibited the same anxiety that teachers did about writing a plan when they weren't sure of what support they had back home. Again, we urged them to commit their thoughts to paper, stressing that their "plan" was nothing more than their recommendations to the final decision makers.

The professors were also enthusiastic about the substance sessions. We confess that we had feared university people might find our presentation primitive, but they responded just like common folk!

d. Developing a resource list.

Since the beginning, everyone turned to us for recommended materials. To meet this need, we had prepared and distributed annotated bibliographies to school libraries through the agency's Materials Review and Evaluation Center. At the Teacher Educators' Conference and through our visits to universities, we became increasingly aware that there were many resources already available in the state: extensive print collections, expensive commercial media productions. The problem was, no one knew they were there.

During the winter, we sent out a questionnaire to all universities, colleges, technical institutes, and regional centers asking for information on print and media materials relating to sex roles. Had time and resources permitted, we would have included media coordinators from the LEA's. Based on responses to these questionnaires, we prepared a list of existing materials in the State of North Carolina. As we expected, films that people had been renting at a substantial fee were often available on loan. We also believed that the act of receiving and filling out the questionnaire might in itself be a consciousness raiser, perhaps inspiring media specialists to invest in more material. The response to this list was twofold: pleasure and interest at the variety of materials available, and a determination to contact local institutions whose collection was meager or who had not returned the questionnaire.

e. The results of the conference

After the Planning and Awareness Conference, we kept in touch by telephone and by visits. Six months later we held a follow-up conference in a hotel in Raleigh. Fourteen people came. Their reports, plus our telephone survey, showed that some interaction with fellow faculty had been possible. About one quarter of the original nineteen had been able to show the filmstrip at a faculty meeting, and three smaller institutions were able to hold two-hour workshops for their education faculty. Several developed cooperative efforts with other departments, or made arrangements with campus media specialists to obtain material on sex roles and one administered our attitude questionnaire to their entire education department, with the help of the campus attorney!

The professors' individual commitment was borne out by the fact that all had attempted in one way or another to bring the issue of sex bias into their own classes, by inviting our staff meetings for a workshop, by assigning papers andreadings, by demonstrating and encouraging expanded teaching behaviors in the classroom, or by referring students to resource materials, including our filmstrip. About half had held a workshop on eliminating sex bias as part of their pre-student-teaching program.

6. PLAN FOR THE FUTURE: SPIRAL CONFERENCES

Clearly, the real opportunity with teacher educators lies in the creative curriculum expansion they can do in their own classes. Unlike teachers, they have the time and resources for research and writing, and they are professionally rewarded for it. The results of such efforts are valuable not only to pre-service students but also as they can be adapted through in-service programs into the curriculum at the elementary and secondary level.

During the early winter, laying the ground-work for a new WEEA proposal (it didn't get funded), we called to suggest the following model:

> Professors who had attended the awareness conference would develop exportable teaching modules on some aspect of expanding sex roles, tailored to specific courses they were already teaching. They would come together at a fall conference, ideally bringing one or two colleagues with them. Invitations would also be issued to institutions that had not taken part before. The conference would provide basic awareness and issues sessions for the newcomers, more advanced topics for the old hands. The main feature: each professor would demonstrate their module, and try to "sell" it to at least one person who would field test it.

> In addition, new topics would be undertaken by whomever was interested. These new modules, plus the field test results of the first set, would be presented at a spring conference, which would bring in new people, identify new modules to be developed or re tested in preparation for a fall conference....and so on, ad infinitum.

The idea was readily accepted, so much so that at one April follow-up conference four people had already begun work on teaching modules. At that time, despite our unclear financial future, eleven people made commitments to develop modules in the following areas: Early childhood education, math methods, language arts, social studies, non-sexist language issues, science, psychology, guidance, equity in safety education, and methods in the learning disabilities.

In June we got word that our proposal had not been funded. Telephone contact with all our teacher educators indicated that they planned to go ahead on their own, with David Panyako, a Kenyan from Barber Scotia College, agreeing to chair their efforts. Their faith has been rewarded. Gary, in his permanent position as Vocational Sex Equity Coordinator, is planning a Vocational Teacher Education conference for the fall, with the "veterans" taking part as resource people.

The professors' reactions indicates that the "Spiral Conferences" fit right into their expectations for individual professional development, combined with curriculum expansion. This process should produce an ever-widening circle of informed and committed people, and increasingly sophiticated teaching resources.

7. STATE AGENCY LEVERAGE

a. Certification requirements.

States vary in how certification requirements are set, and by whom. If requirements are in terms of courses completed, sex equity is unlikely to be included. However, the rising interest in replacing course requirements with specific competencies provides an important opportunity. This system is flexible enough to include a demonstrable competence in understanding the effect of sex roles on learning and the ability to expand sex role perceptions in whatever curriculum specialty the pre-service teacher wishes to be certified.

b. Accreditation.

Accreditation team visits provide both leverage and access. Recommendations made under these conditions are likely to have the institution's full attention, and they also permit a more extensive examination of an institution than is ordinarily possible. We took part in two such visits.

The Division of Teacher Education conducts evaluation team visits on a regular basis. As this division reports to Libby Koontz, they were already including questions on sex roles. These questions call attention to deans and other officials that expanding sex roles is an issue that will have to be dealt with. As of this writing, North Carolina does not yet have specific competency requirements on the subject.

Even without the specific competency requirement, when Sylvia Cole was included on the Catawba College evaluation team, she found that her comments on sex roles were included in the teams' report. These were integrated into the body of the report wherever relevant, and thus presented as legitimate educational issues.

By contrast, when Amanda was asked to represent the state agency on an NCATE (National Council for the Accreditation of Teacher Education) team visit to Salem College, the result was rather different. Team members' reaction to her interest in sex roles ranged from approval to irritation. She was allowed to present an appendix on expanding sex roles in the exit interview, but this was deleted from the formal report as irrelevant.

Interestingly, Salem did not find the topic irrelevant, and took enthusiastic part in our activities, including module development.

This visit also provided an important bit of evidence in our efforts to analyze the needs of teacher education. Salem is a women's college. Two of the three psychology professors (both men) are particularly interested in sex roles. They really do cover the topic in their courses. Yet, when we met with students and asked them what they had learned about expanding sex roles, the entire group of fifteen or so stared blankly. Finally one said, "I think we had something about that in psychology." Then a few faces cleared. "Oh, that." They nodded.

Although they had been given some academic understanding of sex stereotyping, in none of these young women's minds had it translated into, "Therefore I will teach differently."

In conclusion: Ways of expanding sex roles must be integrated not only into theory courses but into methods courses. Pre-service teachers need to be given all the specifics of how to adapt biased books, how to analyze their own unconscious well-intended behavior, how to recognize bias in their own students, how to talk with parents about expanding options. We cannot assume that because they are given a theory of sex stereotypes at the same time they are learning teacher methods that they will combine the two.

G. COMMUNITY INVOLVEMENT

1. SUMMARY AND TIMELINE

How do you reach the parents? This question is a common plea from teachers, who often fear their efforts will be stymied by conflicting opinions at home. And certainly any parent can sympathize with the feeling, "What are they doing to my child?"

We thought there might be a way to increase communication between our program, parents, and teachers, through the statewide organizations of community groups. Perhaps by working with their state officers, projects between schools and local chapters of the organization might flourish.

We discovered that community groups are indeed an excellent way to reach parents and other citizens, but that there is a quantum leap in the effort required to move from reaching, or communicating with, community groups and getting them involved to the point of carrying out projects. However, we got far enough to believe this could be done if there were a full-time person to work on it.

In fact, it could easily be a separate project, if there were a strong program in the SEA to coordinate with. In any state where there is a "Community Schools" effort to find ways for schools to relate to community, it would be a natural. North Carolina now has a person in the state agency working full time on Community Schools. One county in North Carolina has already seen the possibilities for such a cooperation, and has written a WEEA proposal for a full-time person to work on educational needs of women in cooperation with their local Community Schools coordinator.

The structure of community organizations is as big and as complex as a state agency or the network of teacher education institutions. It reaches the decision-makers, not only in the lives of children but in politics, business, and community opinion. It would be an ideal (perhaps the only possible) way to help the community at large develop an understanding of the damage done by rigid sex roles. And our experience indicates that groups as disparate as NOW and the Extension Homemakers are very ready to respond.

The Community Involvement component of the project was managed by Gary Ridout.

1976	
October-December	No formal activity.
1977	
January-March	Initial contact of groups.
April-December	Activities with groups contacted. (Newsletter articles, workshops)
1978	
January-August	Service activities at request of community organizations.

2. OBJECTIVES

We planned to establish a statewide Advisory Council. Members would not simply meet to advise us, but would take responsibility for involving members of their organization at the local level. Local committees would also be formed, wherever an interested person wanted to involve groups in their own community.

Neither of these goals was met. Gary Ridout, who had managerial responsibility for the community groups effort, felt that each time he accomplished something, another priority such as Planning Workshops would pull him away. But interest was so strong and there were so many requests for our services that time seemed the only important barrier.

3. OVERALL STRATEGY

We began by approaching 13 statewide or regional groups. They were: the N.C. Federation of Women's Clubs, the N.C. Federation of Negro Women's Clubs, the Girl Scouts, the Boy Scouts, the PTA, the League of Women Voters, Women's Equity Action League (WEAL), the N.C. Association for the Education of Young Children, the N.C. Association on Children Under Six, the American Legion Auxiliary, Civitan International, the N.C. Jaycees, and Rotary International.

Response was favorable from all of them, with the exception of the American Legion Auxiliary, who said flatly that they were not interested, after receiving our letter. Contact was made by a letter, followed by a phone call, usually followed by a visit. These visits indicated three communication access points:

-speaking to a decision-making group
-speaking to a conference
-writing an article for a newsletter or magazine

One or the other of these was readily offered in most cases.

4. POSSIBLE ACTIVITIES

Based on input from teachers as to the type of support they could use, and these early meetings with organization officers, we prepared a list of possible projects. (See Appendix L).

We used this list as a hand-out when speaking at meetings or conventions. It always elicited interested comments, and the items that depended on our services, such as inviting one of us to speak or using the filmstrip, got results. The items that required action on their part to our knowledge produced no action.

We believe that these suggestions were too complicated to succeed without an informed and committed local person to carry them out.

Conversation and observation of how community groups actually function leads us to three strategies that we believe could work, depending on the nature of the organization.

a. Develop state and local expertise.

A free training program, similar to that we developed as an in-service program for teachers, would be attractive to issue and program-oriented groups such as the League of Women Voters or the YWCA. Such a program would focus on the issues most likely to appeal to members, as well as provide training for possible projects such as evaluating materials or establishing a speaker's bureau of pioneering workers to visit schools.

b. Set up a highly organized program with simple local requirements.

For example, the Jaycees' American Cancer Society program on mouth cancer required the Jaycees to provide only three things: tables at shopping centers, voluntеeers to help dentists, and volunteer dentists. No expertise on the subject of cancer was required at all. This kind of activity is high-visibility, and low-involvement. Such a project might be done in conjunction with a statewide "Working Mothers' Day" (September 3, 1978, in North Carolina) or some other event.

c. Co-sponsor a special conference.

Many organizations conduct major efforts on behalf of a particular theme, such as the Christian Life Council's two-day conference on problems of single people. Possible topics which could do much to expand sex role expectations:

- -Life-time planning for women and men
- -New forms of fatherhood
- -The relationship between family and work
- -Teenage parents: why?
- -Family violence: why?

5. WHY WE THINK IT WOULD WORK.

Because groups are looking for things to do, and because they wouldn't let us alone! (Not that we wanted them to!) All of the staff spent a good deal of time public speaking. Some of these invitations were in direct response to our initiations, but many were a product of the grapevine.

Invitations fell into four categories:

- -Local club meetings or workshops - 20-40 people
- -Statewide or regional conferences - 200-1000 people
- -Leadership conferences of local officers - 20-50 people
- -Special subject conferences - 20-100 people

A rough estimate is that in two years we spoke to about 4,000 people, at their invitation. This is not counting radio, TV or newspaper interviews.

a. What kind of groups?

The following is not a complete list, but it gives an idea:

- -Governor's Leadership Conference, co-sponsored by the Federation of Women's Clubs
- -Council of Concerned African American Christians
- -Business and Professional Women's Club (BPW)
- -N.C. Placement Association (placement officers in universities and personnel officers)
- -Operation Breakthrough
- -Southeast Regional Women in Communications convention
- -Women's Equity Action League (WEAL)
- -ERA rallies
- -Extension Home Economists
- -Extension Homemakers
- -Durham Ladies Tuesday Morning Study Group (all Black)
- -Federally Employed Women (FEW) for National Secretary's Day
- -Craven County Community Forum
- -League of Women Voters
- -Christian Life Council
- -National Organization for Women (NOW)

- -Rural Electrification Association
- -Sertoma
- -Asheboro Council on the Status of Women, Community Forum
- -N.C. Council on the Status of Women - Professional Staff
- -IBM Secretaries
- -Orange County Community Forum
- -Jaycettes
- -N.C. Administrative Women in Education
- -Human Resources Volunteer Administrators
- -Downtowner's Club (Durham Business Women)
- -Girl Scout Council (Tarheel Triad)
- -NOW, YWCA, Women's Center Symposium on Battered Women
- -American Association of University Women (AAUW)
- -Wilmington Junior Women's Club
- -PTA
- -YWCA
- -Jaycees External Projects Coordinators

b. What did we talk about?

In all presentations we began with a brief description of our job, which gave us a chance to distinguish between sex discrimination and sex bias, emphasizing that, by definition, everyone is biased, and that bias hurts men as much as women. We would then move into whatever topic we'd been given, being as anecdotal as possible, making connections between early childhood learnings and familiar, homey adult problems. Family was a big topic, with "How Sex Bias Can Ruin Your Marriage," and "Family and Work -- Towards a New Unity" both popular. Willingness to discuss family violence is just emerging. Our "Roads Away from Power" session, which deals with problems men and women have when they try to work together, interested groups like the IBM Secretaries and the Women in Communications. Minority audiences responded to all these topics and to discussions of how sex stereotypes especially affect minorities. "How Sex Bias Hurts Men," while always a part of any presentation, was also sought often as a special subject.

6. IS IT WORTH THE EFFORT? A CASE HISTORY: THE EXTENSION HOMEMAKERS

It is difficult to measure in concrete terms any direct results of these presentations, and in one sense the question is academic, for as members of a state agency, turning down requests from the public is not an option. However, we believe that this kind of communication is the only way to help the climate of community opinion shift. Perhaps the relationship with one organization can provide a useful case history.

Extension Home Economists are the female counterparts of County Agents. Part of the state Agriculture Extension Service, where the County Agents help farmers, Extension Home Economists help farmers' wives, individually or through clubs of Extension Homemakers. Both work with 4-H Clubs, and the Home Economists'

Services are no longer exclusively rural. The Extension Homemakers are the backbone of many rural communities. Stereotypically speaking, they should be very conservative, but this stereotype is no more reliable than any other!

We were first asked to speak at a conference mini-session for the Home Economists. This led to two invitations: one to give 2 two-hour presentations at the Southwestern regional conference for the Homemakers. Response was such that about 15 of the women in the first section stayed for the second. (Discovering this, we switched from "How Sex Bias Can Ruin Your Marriage" to "Family and Work" so they wouldn't have to listen to the same stories twice.) There were about 200 women in each session. The other invitation was to be a luncheon speaker at the Northeastern Regional Homemakers annual meeting, about 500 women. "How Sex Bias Can Ruin Your Marriage" was punctuated with nods and grins of recognition all over the banquet hall. From this came an invitation to the Raleigh "Brentwood Extension Homemakers." The woman who called was momentarily stopped when she realized that the speaker she wanted would no longer be on the state staff at the time of her meeting, and that an honorarium would be in order. "We're not a fund-raising organization. We don't even pay dues. I'll call you back." she said. Call she did. "My committee thinks this is important, and we especially want our husbands to hear it. We'll sell tickets." "Can you sell that many?" was our query. "Oh yes. We're strictly limiting admission to 100. We think the tickets will sell faster that way."

We believe that her determination is not a statement about the uncanny brilliance of the speaker, but that the ideas really ring a bell with her and her fellow club members. Presented anecdotally, cheerfully, and balanced in the illustrations of how bias has hurt both women and men, the principles of expanding sex roles make sense, and wives want their husbands in on it.

Is it worth it? All of these people have children and grandchildren in the public schools.

CONCLUSION

1. Working with the system.

We found it is possible to use the system, indeed it is necessary. When we understood the dynamics of the different parts of it, and so worked with the currents of people's jobs, goals that had seemed impossible became easy.

Not only could we use the system, but the system itself has changed. Hundreds of people in all parts of education have been deeply involved. Thousands have at least gotten their feet wet, and seem to be eying deeper water. Things happen without us. The new competency tests were screened for sex bias without our involvement. Our people are not only affecting the system, they are beginning to control it. It's no loss to the program when a local trainer stops leading the seminars because she or he (we've had both) has been made a principal.

And using the system is very cost effective. All kinds of programs that might merit separate funding took place at little extra cost to anyone.

We learned that the program is not dependent on particular personalities - our trainees trained trainers successfully. An impartial "case study" observer* found that the program replicated without major changes.

It is dependent on a particular philosophical approach. Indeed, this has been the most exciting discovery of all. Sex equity in Vocational Education has a deceptively easy goal: equal access, results measured in enrollment. Working with people who could and did say "I have equal numbers of kids in my class. This has nothing to do with me" pushed us beyond. The frustration of "No one cares" evaporated when we learned to relate sex equity to things people did care about.

The program turned out to be more worthwhile and more interesting than even we foresaw. It was fascinating to discover how powerfully sex roles function as a method of social control, how they bend people out of shape to meet society's dictates, and how they backfire.

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*Richard A. Bond, American Institutes for Research, Palo Alto, California

2. A new kind of laughter

The New Pioneers-Vocational handbook ended with the statement, "We would like to think that the joyous laughter of accomplishment is the signature of the New Pioneers." The sense of accomplishment is still there, but we have begun to recognize a new kind of laughter, one that bespeaks an even deeper joy: it is the laughter of relief.

Relief to discover that masculinity and femininity are not conditional, that we need no longer be unsexed for not conforming. That society's goals will have to stand on their own merits and no longer be propped up with Girls Just Don't... and Boys Just Don't... That in fact we may maintain our cherished values best by changing our structures.

Relief to discover that the battle of the sexes isn't necessary.

Relief that brings laughter - even a trace of tears - to think that we may no longer have to give up great chunks of our real selves in order to claim proudly our identities as women and men.

This isn't a vision. We have seen this kind of laughter all over North Carolina.

III. RECOMMENDATIONS

A. General philosophical approach

B. Recommendations for setting up the program

C. Strategies and activities for the program staff

D. Strategic approaches for the four components

E. Strategies and activities for state division directors

F. Strategies and activities for local education agencies

G. Strategies and activities for teacher education institutions

H. Strategies and activities for community organizations

Section A is for everyone.

Sections B, C and D are for setting up the state program.

Sections E, F, G and H are for each of the four components. They would ideally be implemented under state leadership. However, if there is no state program, any of them may be implemented separately.

Because the model encourages interaction between the components, they overlap somewhat. Therefore, leaders in any one component may want to look through the other recommendation sections and planning guides for more suggestions, and see sections B, C and D for ideas on getting started.

III. RECOMMENDATIONS

A. GENERAL PHILOSOPHICAL APPROACH

1. Start With Problems People Already Know They Have.

Expanding sex role perception is not a new problem to burden educators who have too many problems already, it is a new approach to old problems which are already high priority.

Begin by identifying problems which people may not have identified with sex roles, asking whether they, or others in their school, might welcome a new approach to any of the following:

- Reading problems for boys.
- Math avoidance for girls.
- Discipline problems, vandalism, expulsion for boys "proving manhood."
- Sexual promiscuity in girls.
- Sexual promiscuity in boys.
- Early, sometimes deliberate, pregnancy in girls seeking an identify.
- A confusion in sexual identity for girls or boys who do not fit the stereotypes.
- Sexual exploitation of those who do fit.
- Male athletes exploited financially or socially, at expense of academic studies.
- Girls physically incompetent.
- Loss of talent where students of either sex avoid or are channeled away from inherent abilities.
- Work poorly done where either are pressured into work they are unsuited for.
- Depression in women and men who hate their work.
- Heart attacks and ulcers in men.
- Divorces caused by conflict between needs of real world and stereotyped marriage roles.
- Family violence growing out of distruct and hostility between women and men, or the pressure of impossible stereotypes.

2. Look for Opportunity, Not Guilt.

As you work with each teacher, try to find their concerns and then discover whether there are any opportunities in their professional specialty for helping students overcome the negative effects of stereotyping. Programs with little or no bias may have excellent opportunities to help students expand their self images.

Seeking such opportunities is a positive approach with wider application than simply trying to eliminate bias. Students need a chance to deal opnely with stereotypes, in order to be able to cope with the conflicting messages messages they are getting. Simply creating an unbiased environment would not be enough, even if it were possible.

3. Distinguish between sex discrimination and sex bias.

Discrimination we define as that which is against the law. Anything illegal must be obvious, because you have to be able to prove it happened. Discussion of the law should be limited to a few preliminary minutes, sufficient to make clear people's legal responsibilities and rights.

In doing this, you'll want to identify the major provisions of Title IX and of Title II of the 1976 Voactional Amendments, which mandates awareness programs in addition to prohibiting discrimination.

Bias is the unconscious underlying network of assumptions that says men and women are and should be different, not only physically, but also in their personalities, abilities, and occupations. We are all biased, even those of us paid not to be. Only a few of us intentionally discriminate.

Understanding bias leads to understanding how we unconsciously shape our students and ourselves. We can analyze how we bend other people out of shape to meet our preconceptions; and also learn how we develop positive traits, such as independence in boys, and nurturance in girls, so that they can be extended to everyone.

Attacking Discrimination	Understanding Bias
attacks only the sumptoms	addresses causes
addresses only thos who actively discriminate	addresses everyone
creates defensiveness and hostility	reduces defensiveness, can even intrigue, excite, fascinate
encourages the "compliance mentality" and minimal action	encourages positve investigation which is consistant with teachers' own goals as educators

RECOMMENDATIONS - GENERAL PHILOSOPHICAL APPROACH

Attacking Discrimination(Con't)	Understanding Bias(Con't)
redresses wrongs	opens opportunities
appeals to women's sense of outrage, to men's sense of altruism or guilt	appeals to everyone's sense of self-development
benefits mostly women	benefits women and men equally

If teachers understand bias, they are likely to get excited and involved, and discrimination will take care of itself. If they are given a "pure Title IX approach" they may fight your every effort. Therefore, leap-frogging over discrimination to deal directly with bias may in the long run be the most effective way to comply with the law.

4. Understand First, Act Later.

Never assume anyone shares, or even understands, your goal. Discussion of sex bias--where it comes from, how to recognize it, how pervasive it is, what it does to people--should preceed any effort to develop or recommend specific practical strategies, or to persuade anyone to begin to take any sort of action. Remember that every member of your audience is a person first and a professional second, and that the issues you are discussing hit close to home in one way or another on a personal level. Pushing specific activities in an effort to "keep it simple" before misgivings are allayed may be perceived as "coming on too strong." In any given session, provide information first, then allow time for reaction, questions and anecdotes. Starting with discussion may reinforce previously held stereotypes.

5. Keep a Balanced Program: Include Men.

Emphasize at every possible occasion that although discrimination works mostly against women, bias hurts men and women equally. (Men have paid the same psychological price as women--though men bought more for the price they paid.) Whenever possible, illustrate points with anecdotes about both sexes, or alternate. Everyone will be amazed and delighted.

RECOMMENDATIONS - GENERAL PHILOSOPHICAL APPROACH

Why: political reasons.

Most administrators are men.

In order for them to stay interested, they must see how the program can actually benefit them, or younger versions of themselves. Few will run for long on the fuel of guilt or even altruism.

Many women reject the "Women's Movement" because it goes against their value system.

Many American women were reared that you don't do for yourself, you do for others: children, husband, poor people--whoever. Women with this value system are likely to go into teaching, because they can be professionals while still "doing for others." When such women hear about the "Women's Movement" they cannot accept it, because it is against their whole upbringing to ask for anything for themselves. When they hear how sex bias hurts men and boys, then they can open their minds to how it hurts women and girls. This is just one of the paradoxes of sex bias!

Why: substantive reasons:

Simple fairness: Boys are 47% of our students, and they do deserve 47% of our attention.

Women's lives can't change unless men's lives change too--not if we plan to go on living together.

How:

As with the overall approach, focus on problems men are conscious of. Few will respond if you tell them stereotypes forbid them to cry (they are proud of that) or to become hairdressers (the ones who wanted to, did).

Some problems men know they have.

- A much more rigid stereotype in early childhood for boys than for girls, who are allowed to be tomboys.
- Heart attacks, ulcers, high blood pressure, early death (8 years younger than women).
- Being cut off from children both by pressures of work and by social expectations.
- Being labeled "unmanly" for showing normal human emotions.
- Being a "status object" valued more for paycheck than for themselves as people.
- Being pressured to take high paying or high status jobs, regardless of interest.
- Being labeled "not much of a man" if can't get high paying or high status job.
- Having to take all initiative socially and sexually, there, for always vulnerable to rejection.

6. Talk Openly About How Sexism Affects Minorities.

Many minority women and men are reluctant to address sex bias because they perceive it as being in competition with race bias for public attention, federal resources, etc. They may even feel that they are being asked to divert their own attention away from the problems of racism. Nothing could be further from the case. Whether or not individual minority people choose to actively involve themselves in expanding sex roles, there are some specific reasons why they can gain from understanding sex stereotypes. Further, minority members will likely have some special concerns which must be addressed if the program is to succeed.

In North Carolina the dominant minority groups are Blacks and American Indians and it is the experiences of these two groups that are reflected in these comments.

As individuals, minority women and men are affected in very much the same way as anyone else. Although every group has an important cultural identity, most ethnic groups in America have fairly similar ideas of what it means to be male and female. Within races, roles may vary according to economic, educational, social, or individual considerations. Thus, though a Black female professor and a Black waitress share a recial identity, their family pressures might have more in common with a white female professor and a white waitress. Both sex and race stereotypes may blur these important individual situations. In fact, one of the happiest results of a program to expand sex roles may be the experience of people looking across the "barrier" of race and discovering how similar their feelings and experiences really are.

As groups. Sex stereotypes have been used to label an entire group as inferior because some members of it do not "fit" the majority "ideal." Thus, dispelling a sex stereotype can mean dispelling a race stereotype at the same time.

Special Emphases for Minorities:

It must be clear the program will not hurt minority men. Many minority women feel, "Minority men have been discriminated against. I want no part of anything that will hurt my man." Special emphasis should be placed on how sex bias hurts all men, and has specifically been used to label minority men as "emasculated" or "inadequate."

RECOMMENDATIONS - GENERAL PHILOSOPHICAL APPROACH

It must be clear the program will not destroy minority unity. A prominent Lumbee woman in North Carolina said, "I am not enthusiastic about ERA because Indians cannot afford anything that could cause conflict between Indian men and Indian women."

She is right to worry, because "the battle of the sexes" is traditionally common between women and men in all American cultures. However, a major feature of a successful program to expand sex roles is to expose how males and females are taught to distrust each other from an early age. This distrust is damaging to all groups, but especially so for minorities. Eliminating the "natural" distrust between the "opposite" sexes can free the energies of all men and women to work more closely together on other priorities.

The program will not hurt minority advancement. In fact, accepting the sex biased assumption that certain good jobs should go first to men simply cuts in half the pool of minority people that could advance into positions of influence.

Expanding sex role options for all people really does mean all people, white males and minority males, minority females and white females, young people and old people, poor people and rich people and....

7. Never Laugh at Anyone.
   Fears of integrated rest rooms, lost femininity, or boys growing up homosexual if they play with dolls, are real fears and should be answered seriously. Religious questions especially must be treated with respect.

8. Laugh As Much As Possible With Others, At Yourself.
   Expanding role options can be a lot of fun if you can grin spontaneously with the 108th person who tells you they aren't biased against sex! Your program will surely have some ludicrous moments, but as long as the basic commitment to change is there, laugh and enjoy them.

B. RECOMMENDATIONS FOR SETTING UP THE PROGRAM

These recommendations are addressed to the Chief State School Officer or to whatever person has been given the responsibility for establishing the sex equity office, and to the program director.

1. Place in the agency.

   The program should be so placed as to give maximum visibility, leverage and permanence.

   a. "Special Assistant to the Superintendent" has high visibility and high leverage, but may be perceived as temporary.

   b. Being part of the division of civil rights, human relations, etc., may have good permanence but low visibility.

   c. "Project" status sounds temporary.

   d. A separate division gives permanence, visibility, and some leverage, but may not fit into the organizational philosophy of agency.

2. Support from the top.

   Formal and informal support from the agency's top officials is crucial. Everyone in the system knows what the boss is interested in.

   a. Arrange for individual meetings between top people and program director.

      (i) Discuss the agency's top priorities and how sex equity will fit into and support these priorities.

      (ii) Let them get to know something of each other's personal priorities, management styles, and communication styles.

   b. Conduct basic awareness session for top staff, including Superintendent, Assistants or Deputies, Division Directors and any other individuals identified as influential.

      (i) Establish goals and philosophy of program.

      (ii) Cover basic substance of the nature and effects of sex bias.

      (iii) Focus on ways officials can show support (perhaps by letting group brainstorm).

RECOMMENDATIONS - SETTING UP THE PROGRAM

3. Signs of favor.

Every executive will have their own way of showing approval. (In one company, the size of the plant in a subordinate's office was an important clue!) The following list includes some of the kinds of support the program will need to be most effective. Use it as a private checklist, talk it over with key people, or use it as a workshop guide.

Top management can:

(i) Give access - be readily available for official action, questions, discussion.

(ii) Back up the director's requests with formal and informal clout.

(iii) Make it clear that the program has priority, and agency resources, especially including professional time, are to be devoted to it.

(iv) Include the program director in policy meetings.

(v) Get program staff on the agenda of major state and professional meetings.

(vi) Ask them to represent the agency:

- as sex equity specialists.
- as educators, not confined to a single issue.

(vii) Come to their meetings and conferences:

- as a speaker
- as a participant

(viii) Talk knowledgeably about the program:

- its substantive goals beyond legal compliance.
- its relationship to other educational priorities.
- its organizational progress

(ix) Be a role model in egalitarian professional courtesy and compliments.

(x) Be sensitive to the derogatory nature of "ethnic" jokes about mother's-in-law, etc., or based on the battle of the sexes.

(xi) Hire and promote women to top jobs and urge others to.

(xii) Seek other sources of funding for aspects of the program (use staff development funds for sex equity workshop, professional library funds for a film on sex roles and learning, etc.)

RECOMMENDATIONS - SETTING UP THE PROGRAM

(xiii) MOST IMPORTANT:

Support the program when the staff isn't there:

- mention the program independently and supportively.
- ask others, inside the agency and out, about the progress of their sex equity efforts.
- refuse to "go along" with informal sexist behavior.
- bring the issue of sex equity into discussions of other related priorities such as reading or math avoidance, discipline, etc.

3 Major functions of the program staff.

The staff should function as:

a. Generalists

(i) Not limited to any subject area, as sex bias affects all areas, and none can address the problem alone.

(ii) Not limited to legal compliance. Paradoxically, the best way to achieve the requirements of the law is to go beyond them, focusing on educational and societal priorities.

b. Catalysts.

Although as state employees the program staff must provide services on request, their primary aim should be to make things happen within the existing system.

(i) Building competence in others, rather than providing continuing services themselves.

(ii) Strengthening existing networks between all components of the system, so that as their sex equity programs develop they increasingly interact with and reinforce each other rather than remaining dependent on the state staff.

4. Size of staff.

a. Minimum: one full time specialist and one full time secretary.

b. Ideal: the equivalent of one full time specialist for each component of "the system" (SEA, LEAs, teacher education, community organizations, industry) with which you plan to have a full program. At least one half secretary for each specialist, more if possible.

RECOMMENDATIONS - SETTING UP THE PROGRAM

c. Don't stint on the support staff.
A great deal of the program is coordinating workshops, sending information, managing a resource center - roles good secretaries can perform and free the specialists for other things.

5. Costs:

a. Minimum: $45,000 (in '78 dollars and at North Carolina wage scales).

b. Ideal: approximately $35,000 per specialist.

c. Major budget items:

(i) Salaries and fringe benefits.

(ii) Staff travel and per diem.

(iii) Travel and per diem for conference participants.
This is a major item, including an annual week-long training institute, a teacher education conference, and a variety of workshops and conferences jointly sponsored with other divisions.

(iv) Printing, telephone and postage.
Should all be generous - this is a communications job, and if you have in-house duplicating it's a bargain.

(v) Standard office maintenance.

(vi) Miscellaneous expenses may include:

honoraria for a few outside consultants, purchase of print materials for a resource center, or reproduction of a filmstrip.

d. Comment on cost effectiveness.
The essence of this program is that most of it is carried out by other people. Some expensive items that do not appear in our budget:

(i) State staff time for divisional projects, workshops and conferences.

(ii) Substitute teacher time for participants.

(iii) Time, travel or per diem for those who attended semi-regional one day workshops.

In fact, many local programs were extensive enough that they might well have justified separate funding, yet all were carried at local expense. This is important strategically as well as financially: the programs were truly owned by the LEAs and universities and not dependent on state staff for anything except continued follow-up and support services.

RECOMMENDATIONS - SETTING UP THE PROGRAM

6. How long does it take?

   a. A year to get staff trained and programs started.

   b. Two more years to get strong projects underway in all components.

   c. Two more years to "close the grid" and get all components working well with each other.

   d. After that?
      The program will be functioning effectively, providing solid training and support services, encouraging ever more sophisticated curriculum expansion, reaching out to the cautious ones who are just beginning.

   e. As suggested earlier, call it permanent. Working with an entire education system is complicated and attitude change takes time. But the program addresses a wide spectrum of problems and is highly cost effective. We think you'll get your money's worth.

7. Selecting, training, and dividing responsibilities of the staff.
   These activities will likely be shared between the program's supervisor and its director. A common pattern is for top management to select the director who takes over the remaining hiring, training, and assignment of duties.

   a. Selecting the sex equity specialists.

      (i) Advertise widely, with special attention to any populations you may want represented. Race and sex are legitimate BFOQ's as role models, to communicate to different target groups, and exactly because socialization has given us different assumptions and attitudes which must all be represented if we are to become whole people again. When there is no further sexism, there will be no further need to take such things into account.

      (ii) Criteria, in order of importance:
         - Ability to relate well on a human level. This job is more emotional than intellectual.
         - Experience expanding sex roles in state agencies, classroom, or community.
         - Practical experience as a teacher, counselor, or some other role your target groups will identify with.
         - intellectual knowledge of sex role stereotyping.

RECOMMENDATIONS - SETTING UP THE PROGRAM

(iii) Take your time and get the right people. There are plenty of school people of all descriptions looking for jobs.

(iv) Keep track of the people you don't hire. Many of them will make excellent contacts, and those with academic and political knowledge of sex roles may be good resource people and conference speakers. They should, of course, be paid for their work.

b. Staff training.

(i) If you are alone.

- read, read, read!
  Start with the basic sociology - books like Caroline Byrd's Born Female. Read the angry early books, the popular how-to-make-it-in-a-man's-world paperbacks, the few books on men. These are the works that will help you answer questions in workshops.
- start adapting your general knowledge to education. Begin reviewing materials for bias, and reviewing media productions for recommendation. Get on mailing lists, send for products of WEEA projects to see what might be replicated in your state. Begin learning the requirements of Title IX and Title II.
- talk to people - concerned fellow professionals, women's studies specialists, political feminists, fellow sufferers at the beauty parlor and barber shop.

(ii) If you are a group.

- begin with a group retreat for all staff, including support staff. Divide up topics to present to each other for discussion, perhaps using the New Pioneers Seminar Leader's Handbook as a basic text.
- as soon as possible, decide on your basic philosophy. (ours is outlined in Recommendations Section A.)
  A clear set of principles will help assure that when you come out with statements that are factually wrong, logically unsound, and betray a lack of understanding of the issues (and, if you are like us, it will happen all the time) you will still do no harm. Your own ingrained sex bias will pop up continually even when you've been studying it for years. When it does, use it as an example that everyone is biased, and try to revise your behavior to conform to your principles!

RECOMMENDATIONS - SETTING UP THE PROGRAM

- after the original retreat, keep reading, and schedule further seminars in the office to keep discussing the issues in an organized way.
- as soon as possible, start making presentations. Especially in your early stages, allow plenty of time for discussion, so you can get a feeling for what issues concern people, and what ensures satisfaction.
- tape yourself. Driving home in the car, listen and listen. Were you shrill? Nervous? Excitable? Angry? Did you talk too fast? Did you make sense? Could anything have been phrased better? One consolation: everyone has had the frustrating experience of "If only I'd said...", but not having had another chance to deliver the perfect rejoinder. In this business, you will have another chance!

  Review the positive. What went over really well? When did they nod? When did they laugh with recognition?

  Get someone to critique the tapes, swap ways of of handling difficult issues, point out relevant research, help you straighten out issues you didn't understand clearly. If you are a group, you should all listen to them. Don't worry that you will come out carbon copies of each other. That can't happen. But you do want your approaches consistant.
- get feedback. On every possible occasion, get written evaluations, asking which ideas or phrases were interesting or turned people off, and ask for comments on your style of presentation. If your questions are direct, people will give you the information you need.
- have another retreat at six months or yearly intervals, again sharing the duties of presenting and critiquing. Things that you could not relate to or see the relevance of in the beginning will mean much more now, and will increase the insight and sensitivity of your presentations and responses to questions.
- your own staff training will never end. There will always be new stories, new insights, new things falling into place. One of the great things about expanding sex roles is that it is so much more interesting than it looks from the outside.

RECOMMENDATIONS - SETTING UP THE PROGRAM

c. Dividing responsibilities among the staff.

(i) Responsibilities of the sex equity specialists:

- everyone should be a competent generalist, capable of giving any of your basic presentations to any group.
- some specialization is natural and useful, based on background and interest, but it should not be exclusive.
- each person should take managerial responsibility for one component of the program, setting goals and making plans, but then using the appropriate expertise of everyone in implementing those plans.

(ii) Responsibilities of the support staff.

- give secretaries and other support staff independent continuing responsibilities, rather than having them function on a day-to-day basis. Any duties such as coordinating conferences, handling the budget, or organizing your resource material which do not require a specific ability to be a specialist in sex bias can be delegated. Encourage independence and decision making. Once the responsibility has been given, don't spend your time on it.
- include support staff in all staff development. When you are gone, which will likely be often, they are the program and must be able to explain it.

(iii) Tips on increasing secretaries' credibility, and therefore enhancing your team approach.

- they should always say their own name when answering the phone: "Equal Education, Connie Phthisic speaking."
- if specialists are out, "Could I help you?"
- never say "I wouldn't know." Either "I'll find out" or "I think X would want to talk with you about that her/him self."
- put secretaries' names on division brochure, with the rest of the staff.
- have them sign their own letters, use their own names if they are arranging something.
- encourage them to speak up when attending meetings for you.
- take time to talk things through with them - how to give the essence of the program quickly, answer tough questions, and so forth.

RECOMMENDATIONS - SETTING UP THE PROGRAM

(iv) Be prepared for the fact that if you treat your secretaries as independent, intelligent, autonomous people, they will soon be qualified for jobs that pay better than yours do. Send them on their way with a grin, and be prepared to start all over with good grace.

C. STRATEGIES AND ACTIVITIES FOR THE PROGRAM STAFF

1. Analyze the system.

   a. What are the important components of the education system in your state?

      Consider: legislature, state board of education, state education agency (or agencies), teacher education institutions, local education agencies, professional association, advisory councils, interested community groups, special commissions, other?

   b. Who does what? Who sets policy, both formally and in fact? Who sets graduation requirements? Teacher certification requirements (both pre-service and in-service)? Who develops curriculum? Selects texts? Identifies new materials? Who provides staff development for teachers? Sponsors conferences and workshops? Are there any other leverage points you need to know about?

   c. How do these components relate to each other? Which ones can tell others what to do? Is your agency regulatory, service-oriented, or both? Who initiates? Who responds? Who provides services? Who uses services?

   d. What are the education priorities of each component?

   e. Most important: for each component, who are the key people whose support you will need? Consider both formal and informal influence. Who are the "little people" the "big people" listen to?

   f. Keep on examining the dynamics of the system. As you begin work with each new division, university, local school system or community group, briefly repeat your analysis, because it may be different every time. One division may lean heavily on universities, while another listens only to local superintendents; one school system may provide all its own in-service while another counts on the state agency, and so forth.

RECOMMENDATIONS - PROGRAM STAFF

2. Assess what has already been done.

   a. What have the Title IX and Title II (Vocational Sex Equity) Coordinators already done? What are they planning? How can you work with and support each other?

   b. Has sex equity been recognized legislatively? Through any Board policies? Agency policies? Do you have agency language guidelines? What about teacher certification requirements? Textbook adaptions guidelines?

   c. What individuals or divisions are already interested or active? Check your Education Information Center's collection. Has anyone been taking part in another WEEA project? Were your guidance people involved in SEGO? What is happening in physical education and athletics? Perhaps some people or divisions have taken action on their own?

3. Plan

   a. Based on the results of your opening investigations, decide where you can have the most impact. Using these recommendations and planning guides, map out the first year:

      (i) Write out objectives, with strategies and activities to meet them. (It really is worth the time.) For each one consider the essential evaluation question "How will I know if I am meeting my objective?"

      (ii) Evaluate monthly, and don't be inhibited about changing your plan. It is a document to help you control your job. It doesn't control you. Revise freely, but know you're doing it.

   b. Build your program around existing priorities. Education priorities may fall into three overlapping categories: political, professional, and personal.

      (i) If your governor just got elected on a "back to basics" or "more discipline in the schools" plank, your agency will be dealing with basic skills or discipline this year. This gives you a chance to show how stereotypes turn children off reading or how definitions of manhood push boys into proving "nobody tells me what to do."

      (ii) Be sensitive to career educators who may feel that their long term professional priorities are being slighted by this year's politics. If your program can bring attention to their concerns, they may be very enthusiastic.

RECOMMENDATIONS - PROGRAM STAFF

(iii) Everyone has personal priorities related to expanding sex roles. Over lunch in the snack shop you may well pick up if a man is apprehensive because his wife just went back to work, resentful because she refuses to, or bursting with pride over her skills either at home or in the work place. Any one of these can give you an opener when you make a presentation to his division.

c. Plan for permanence.
You are trying to use the system to change the system.

(i) Structure activities so they build competence in participants rather than relying on your providing a continuing service.

Example: you should not be a materials developer, but a workshop in which others develop materials may be an excellent activity.

(ii) Remember your overall goal is to interlock all components of your program so they reinforce each other. Although in some cases you may create new relationships, mostly you will be using the ones that are already there.

d. Don't tackle your top targets first:
You can practice on low-risk audiences (voluntary mini-sessions at large meetings, for example) rather than on people who can deny you access (Superintendents' Councils).

e. Be flexible. Be ready to adapt to new priorities, new opportunities or time restraints. Respect other people's realities, but don't go away.

f. Use the calendar. For each component you plan to work with, find out when they plan their year's activities, when they are busy, when they are available. It is pointless to start something new with a state division in October, call a teachers' meeting in September, or try to find a college professor in July.

g. Use your proposal writing process to gain commitments. Talk over cooperative projects with the relevant decision makers (Division Directors, Local Administrators, Education Deans, Community Leaders) in order to write the cost into your proposal. Everyone respects a funding proposal: it gives you a legitimate deadline, promises money to your colleague, and gives them a chance to help you get your money, which they are likely glad to do.

h. Some comments on time. You'll be calling yourself a failure when you aren't one if you plan your time unrealistically. (See "How long does it take?" in the previous section.)

(i) Don't budget more than three-quarters of your time. As a member of a state agency you are a public servant, and you will need the rest for meeting other people's agendas: going to meetings, answering unexpected requests, entertaining visitors, and putting out fires of all descriptions. If you don't heed this advice two things may happen:

- you will always be behind schedule and frantic.
- you will be working an eighty-hour week and frantic. And you may be doing it while you are making speeches about how eighty-hour weeks have kept men away from their children and ruined the family!

(ii) Allow for lag time. Everything in a bureaucracy takes eight times as long as you think it's going to. Follow the advice of a wise early mentor (male) of New Pioneers: "The only way to live with this system is to have so many balls in the air at once that you have plenty to keep you busy while you're waiting for the first ones to come down again."

4. Accept appointment to as many planning committees, task forces, advisory councils, etc. as possible. In the beginning it will take up your time, but is worth it for the exposure it gives the program and the education it gives you. As time goes on, try to appoint others who are sensitive to sex equity issues to take your place. It is a way to recognize and involve more people, and increase the program's impact.

5. Consider having your own advisory council.

a. Possible functions:

- provide political exposure, public relations, credibility.
- provide a sounding board for your plans, representing a variety of your target groups.
- provide an ear to the ground and local or organizational contacts.
- help design the program or parts of it.
- conduct workshops (you will have to provide training).
- assume leadership role in their own organization or institution.

b. Possible drawback:
It takes time to identify members, get their acceptances, hold meetings, keep them busy enough to feel they perform a useful function.

c. If you do it:
Don't waste their time. Make it clear what you expect of them. If they are purely advisory, have a structured set of questions or issues for each meeting, so that they feel you knew what you needed and got it. If they are to be more active, outline clearly what training and support services you will provide.

6. Ask for a formal contact person in every division, LEA, university, community group you plan to work with. Other relationships will develop around specific activities. Right now you need a way to communicate.

7. Information services. (Catching the attention of all the people who think they know what you have to say and that it has nothing to do with them.)

   a. Brochure.

      (i) A simple three fold sheet, with your logo on the front, the basics of your approach and goals, some catchy facts, a list of your services, some cheerful pictures, and your names and addresses. (Include secretaries'names).

      (ii) Use it along with your business card, put stacks out at meetings, enclose it in letters.

   b. Handouts. In-house printing is cheap and easy. Run off articles, awareness exercises, newspaper features, and carry them every time you speak. We have found it works well to tell an audience that the handouts are free, but "please don't take them to be polite." It seems to increase the chances of their being read.

   c. A filmstrip. A basic presentation which can explain quickly and optimistically what your program is all about. It should include an introduction to the symptoms of sex bias and how it affects both sexes, with some suggestions of what to do about it. You may want to purchase one, adapt one by redoing the narration and pictures to give local flavor, or start from scratch. (Ours is available on loan to reproduce or adapt.) Use the filmstrip:

      - in your own presentations (you may soon decide against this, as it is really a duplication of effort for you to travel in order to run a projector.)
      - before your visit, as an introduction.

- after your visit, as a follow-up. Either of these turns your single visit into part of a series, and gives good percolation time.
- when you can't be there.
- it is also very useful for your local leaders, as it relieves them from having to make an entire presentation themselves.

d. An annotated bibliography of recommended materials. Reviewing materials takes a lot of time. If possible, get this done by a community group, college interns, or bring in a squad of teachers for the purpose. If your agency has a regular mechanism for sending out annotated bibliographies, plug yours into the system. In North Carolina such lists are automatically sent to all school media specialists and librarians, and are used extensively in each year's local purchases.

e. A list of existing materials by institution and geographic region. This may be even more useful than the list of recommended items. Many people can't affort expensive media productions and find it difficult to buy even print materials from a list. Letting them know what is already available locally may give them a low-cost, low-effort breakthrough:

(i) Find out if the agency or public library system has a central catalog or a mechanism for a media survey.

(ii) If not, send a mailed questionnaire to all public, state agency, school, university, community college, technical college, regional education center and local women's center libraries (or as many as you can afford.)

(iii) Describe the type of items you are interested in carefully. Otherwise you'll get reams of sex education.

(iv) Ask for the conditions under which the collection may be used.

(v) Publish the results, listing:

- media - every item.
- print - classified as "none", "small", "moderate", or "extensive" collection.
- no response - for those who do not return the survey.

(vi) Use this list as a basic handout, while it is short. As it grows, you may want to subdivide it geographically. Geographic sections and new additions can be featured in your newsletter (see below).

RECOMMENDATIONS - PROGRAM STAFF

(vii) As you develop your local contacts, urge them to get in touch with their libraries, congratulating them on their collections, suggesting purchases, urging them to return the survey if they have not.

(viii) Keep the list up to date by keeping a file of items you discover as you go along, and repeating the survey annually. The very fact of receiving the survey may inspire some media specialists to consider beginning or extending their collections in sex equity.

(ix) Other sources. Personnel recruiting and staff development offices in industry may have good items on expanded work roles. Community groups such as the YWCA and Girl Scouts may also be good sources. Unless an organization will conduct a survey for you, perhaps through a newsletter, it is unlikely you can make an exhaustive list of these items, but you can add what comes to your attention, and urge local people to help with the search.

f. A list of resource people. Knowledgeable people of all descriptions - from academic authorities to pioneering blue collar workers to your local trainees - to be used as role models, speakers, local spokespeople, etc. Get permission before you put a name on the list, which should include how to reach them and what they're good at. You can keep a more extensive private file in your office. Being a "booking agent" is a very valid role for you.

g. An information packet. A combination of any of the above, quickly assembled and sent on request.

h. How slick should your printing be? This is a matter of personal taste and budget. Your products should look clean and professional, but overly slick items have drawbacks:

- they cost money.
- they cost time in preparation.
- they discourage revision.
- they may put people off (my tax money...).

You are probably better off with something you can get done fast, redo easily, carry comfortably, and give away freely.

i. Use the public media.

(i) Get to know your public information office. Get them to show you how to write a press release. Your agency may focus on local weeklies - find out how to give a statewide story local appeal by attaching the name of a local contact.

You may be contacted directly by reporters. Find out the agency protocol for handling the press. Which reporters have been supportive or critical of the agency? Develop your own list of journalists, drawing on the ranks of feature editors, and education specialists in daily and weekly papers, regional magazines, radio, and television.

(ii) Make your events news-worthy by having public (preferably elected) officials take part. Feature your own Superintendent as often as possible. You are giving them exposure, they are lending credibility to your program, and the issues are being communicated to the public (parents) along with morning coffee.

Your visit to a local school system, perhaps to conduct a workshop, may be an excuse for press coverage. If so, put all the spotlight on the local people. Get *their* picture in the paper, let *them* be interviewed.

j. Write professional articles or arrange to have others write them. These not only fatten your resume, they give you a chance to communicate directly with professional colleagues, push you to articulate your ideas, and can be used as handouts or resource materials.

Possible sources of publication: Professional journals, regional magazines, industry house organs, university alumni magazines, state employee's magazine, newsletter of statewide community groups or professional organizations.

k. Publish a newsletter.

- keep a running file of cartoons, news from your local program, success stories, new materials, new research results, pioneering workers, newspaper articles, news of lawsuits in the state, etc.
- turn it over to a secretary to see that whatever has been collected gets put together and mailed.
- it doesn't have to be slick or have regular features, it just has to get out often enough to keep people feeling communicated with.
- use photo-copiable mailing labels - peel 'em off and send it out.

l. Send colleagues copies of articles, notice of conferences, cartoons, etc., often with a "Thought you might be interested" in the corner. Send an item that has nothing to do with sex equity sometimes, if you have reason to think it's "their thing."

RECOMMENDATIONS - PROGRAM STAFF

m. Identify useful mailing lists. A great deal of good material (along with the junk) comes unsolicited. Get yourself on these mailing lists, and put your colleagues and contact people on them. (Get their permission first.) This gives them a regular reminder of the issue at no cost or effort to you, from sources which they may respect quite independently of your program.

n. Keep a bulletin board outside your office. Change at least one item on it every day, and don't let it get so crowded that the changes don't show. You want people to realize that your display is always worth a second look. This won't be a lot of work if you keep a running file of goodies, and always read the paper with scissors in your hand.

o. Have a borrower's table in the hall (if fire law permits) or in your office, with magazines, handouts, new publications, and an honor system sign up sheet.

p. Carry a camera. Sex equity is often photogenic:
   - Black and white film is cheapest and what most publications want.
   - You'll want color slides to show on television, or for a slide show. Color prints are seldom useful.
   - Don't forget to get signed releases from the subjects. Explain the pictures may be published. They'll be flattered.
   - Send pictures to local papers. Some will not use unsolicited photos but many send their own reporter and photographer instead.
   - Use pictures to illustrate any published interview you give or article you write.
   - Let local systems run them off in their print shops to use on bulletin boards, paste inside the cover of text books, etc.
   - Put them on your own bulletin board and in your newsletter.

Some of the pictures we didn't take and wish we had: boys and girls together learning how to put snow chains on a school bus, a school's first woman teacher to take outside bus duty (getting drenched), a teenaged boy sprawling under the assault of four five-year olds, a second grader asking an eleventh grade track star for her autograph...

RECOMMENDATIONS- PROGRAM STAFF

8. Speeches, workshops, and conferences.

a. All presentations should follow the same general pattern:

(i) The philosophy of the program:

- starting with problems your people are already interested in.
- seeking opportunities to expand horizons, rather than trying to eliminate bias.
- starting at the beginning, showing the nature and effects of sex bias. Go into some detail, relating childhood events to adult behaviors, perhaps using a filmstrip.
- the importance of including men. Give this added emphasis if your audience is mostly male.

(ii) Examples of things people have done, demonstrating the program is both positive and possible.

(iii) Discussion or question and answer period. If the occasion doesn't lend itself to this, illustrate every point with a story peopel can relate to.

(iv) A strong statement of what you hope people will do as a result of your session. (Send someone to your training institute, talk to their children differently, whatever.)

(v) Under some circumstances (half the audience has heard you before, you're getting sick of the sound of your own voice) an hour session can consist of a ten minute introduction followed immediately by the unconscious well-intended behavior exercise. You will likely be able to make most of your major points in response to the behaviors they identify, if you comment rather fully. It's a way of letting your group structure your speech for you.

(vi) A good opening exercise for any occasion. Ask participants to indicate with thumbs up or down whether the people in their school might be interested in a new approach to any of the following problems, and then list the problems related to sex roles that you think might have most relevance for your audience.

(vii) End with something interesting. Save one of your best stories or sessions for the end. It keeps people from drifting off, and lets them go home intrigued. (A possible exception is one-day team planning workshops.)

b. Speeches and introductory sessions - 40 minutes to 1 hour.

(i) Short, small-group sessions (mini-sessions at conferences, faculty meetings, principals meetings.) Make your presentation about 25 minutes, save 20 minutes for discussion.

(ii) Formal speeches or groups too large for discussion. Use the discussion time for more stories, or take questions.

(iii) Comments:

- short sessions are enough to define terms, dispel misconceptions, arouse interest, but they will not motivate much change. They should try to tantalize, so that your audience wants more. Otherwise there is the danger of people being immunized by a little information. "We already had that."
- Don't accept invitations for less than 40 minutes unless your only purpose is to have the program recognized. It is not likely to be worth the time it takes you to get to the meeting, and there is too great a danger of your arousing old fears with no chance to allay them.

c. Awareness workshops (2-3 hours)

(i) Suggested agenda:

- 25 minutes introduction and philosophical overview.
- 10 minutes "Who Needs It?" exercise.
- 25 minutes film or basic presentation on the nature and effects of sex bias.
- 20 minutes general discussion.
- 60 minutes unconscious well-intended behaviors exercise.

(ii) If the workshop is an introduction to a longer conference, stop here, or do a short substantive exercise like a Textbook Review or the Language Worksheet.

(iii) If the workshop is self-contained, spend your final half hour in large or small group brainstorming on ways participants can expand students' (or their own children's) sex role expectations.

d. Planning workshops - (one day)

Objectives: One, to create informed support groups who understand what the larger program has to offer. Two, to produce a written draft of a plan designed to the needs of their organization.

(i) Morning - regular 3-hour awareness session, because even the most no-nonsense people must have time to talk before they can plan.

RECOMMENDATIONS - PROGRAM STAFF

(ii) Afternoon - if planners are in teams (3-6) appointed by their organization:

- 40 minutes - Explanation of planning guide's objectives, activities and use.
- One and a half to two hours - Teams work through planning guide with consultants circulating among them. They can leave when they have finished and you have a copy of their plan.

(iii) Afternoon - if planners are individuals (curriculum supervisors, single representations of any organization).

- 30 minutes - small groups each brainstorm approaches to one objective.
- 30 minutes - small groups report to entire group.
- 30 minutes - individuals write own plans based on large-group suggestions. (Be sure to collect copies.)
- One hour - Final substance session - anything that sounds interesting.

(iv) Planning Workshops may be repeated annually, to involve new LEAs and help the original ones update their activities.

(v) Comments.

- Promoting a planning workshop.
  Stress that participants will go home with a written draft of a plan tailored to the needs of their institution - it's a working session. Many administrators will consider awareness a luxury they don't have time for, but producing a written plan is a valid use of their time.
- A chicken and egg problem.
  Many teams are uneasy planning because they do not know what the Superintendent wants. Neither does the Superintendent. In fact, what he or she may want most is for the team to return with a well thought out plan which they are willing to defend, based on what they have learned at the workshop.
- Plans must be written during the workshop.
  They are very unlikely to be done at home afterwards. (We had some exceptions - rare and wonderful.) Keeping copies of the plans, letting people work in groups and putting interest sessions at the end all tend to make participants try harder to complete the plan fully.

- assure them that you are keeping copies for study purposes only. If they think you will hold them accountable, they will write a minimal plan.

e. Spiral conferences, 2-3 days. A series of conferences at approximately 6 months intervals, for individuals who will be developing and demonstrating modules or other activities.

Objectives: One, an increasing group of informed and involved people. Two, an increasing number of field tested teaching modules or other activities.

Conference I:

- regular awareness session.
- variety of substance sessions, to demonstrate the breadth and complexity of the relationship between sex roles and learning. These are not training sessions. Beyond increased understanding, the object is to suggest avenues for research and development.
- using curriculum planning guide (with adapted activity list if participants are not state staff or public school teachers), participants identify at least one area where sex roles are relevant to their present work, and contract to develop a teaching module or other activity to be used in their work.
- if desired, a program planning session can also be included, using the LEA or Teacher Education Guides.

Conference II: For the original participants plus at least one guest, and representatives from any institutions not taking part before.

Agenda:

- regular awareness session for newcomers.
- variety of substance sessions - either free choice or separate tracks for newcomers and previous participants.
- modules (or other activities) demonstrated.
- some participants contract to field test modules, others choose new topics to develop, thus enlarging the scope of study.

Conferences III, IV, V...: As above, adding reports on field tests.

9. General workshopping tips.

   a. Getting people there.

      (i) invite key people (agency officials, Board of Education members, legislators, education deans, community leaders, elected officials) to:

      - increase the workshop's credibility.
      - raise their awareness
      - provide role models for other participants
      - give you feedback.

      They can "bring greetings," sit on a react or panel, conduct a small group discussion, be an "honored guest" perhaps talking briefly about their own lives, or make a major address.

      (ii) Have State Superintendent or other top official issue the invitations to major events.

      (iii) Mail early.

      (iv) Invitation should go to top person responsible (Superintendent, Dean, etc.), but you should alert your contact people to look out for it.

      (v) Follow up with phone calls, using non-disapproving language: "We haven't heard from you and did want to reserve you a place..." Often the mailing has not gotten to the person who should take action, and your call will trigger a decision.

      (vi) Use colored paper or put magic marker borders on your invitation so they can find it easily.

      (vii) Use a catchy sentence or two about each topic so that your meeting sounds interesting.

      (Viii) If practical events will take place, such as planning, stress them.

      (ix) Enclose multiple flyers describing the workshop to be distributed to participants ahead of time. Any workshop goes better when participants know what to expect, but this is crucial for planning or training sessions.

b. Making arrangements. Remember how important it is for people to be physically well cared for. Now is your chance to be nurturant.

(i) Decide who will make arrangements, yourself, or will you ask an LEA, university, or community group to host?

(ii) Possible locations:

- Central Office Board Room.
- Schools or community colleges - auditoriums, cafeterias, classrooms, libraries.
- restaurants/hotels.
- YWCA or community center.

Criteria: air conditioned, furniture movable to accomodate lecture and small groups, projection facilities, convenient to a quick lunch facility and permission to have refreshments in meeting room.

(iii) If working with commercial establishments, be sure exactly what is covered in price quoted. Meal? Coffee break? Meeting room?

(iv) If host LEA is providing refreshments, check on coffee, cream, sugar, cups, spoons, and food. (Doughnuts, apples, homemade goodies where you can wheedle the recipe for participants!)

(v) Arrange for lunch that is cheap, quick, good, and nearby. Try to all eat together. It promotes discussion, and if you're late, you're all late.

(vi) Check on copying facilities, arrange to reimburse for use of copying. If none is available, provide carbon paper. Take along carbon paper in case machine is out of order that day. Or avoid the whole hassle and print your materials on self-carbon paper - people love it.

(vii) Get good travel directions and include them in the workshop memo.

(viii) State beginning and ending times clearly in the original memo. Even so, at the beginning of the first day, allow half an hour for participants to be late, by building in a registration and refreshment period.

c. Conducting the workshop

(i) Get there early, start on time, stay on schedule. Even a laggard group will appreciate it if you're firm and cheerful.

(ii) Introduce yourself in personal as well as professional terms, and have participants do so also if the group is small. Where you grew up, your family status - people relate to this information and are sometimes reassured by it.

(iii) Focus on the cautious ones in the audience, those who are sitting stiffly or whose eye contact is reluctant. A nod or a smile, even a wink if you're good at it, can convey your belief that you and they share the same basic values and are on the same wavelength.

(iv) If a question comes up that you can't answer, throw it back to the group. All the data you need is in your participants' own lives.

(v) Keep circulating. Even if you have an equal number of consultants and small groups, keep moving. It gives both sides a more varied experience, and it prevents the team from turning you into the group leader.

(vi) Listen, while you circulate. Are some planning objectives meeting resistance? Perhaps they are unrealistic, or poorly phrased. Now is when you refine your instruments and your technique. Anything you have to explain should be revised.

(vii) Keep laughing, especially when you come up with unintended double entendres. (We had some beauts!) However, if a joke is based on intersex hostility, it's OK to talk about that, as long as your response isn't hostile too.

10. Training trainers: the Seminar Leaders' Institute. One week. For individuals or teams nominated by LEA or other institutions to lead 20-hour seminar series on sex roles and learning. One theme has run through these recommendations: the importance of giving teachers an extended opportunity to understand the implications of sex bias, preparatory to informed curriculum expansion. Although the workshops above are useful, they are all too brief to provide percolation time, and too dependent on state staff. A good program should be under local control, with local leaders.

RECOMMENDATIONS - PROGRAM STAFF

Therefore, the most valuable use of project staff time is likely to be in training local leaders.

As our training program was for LEAs only, many recommendations will refer to them, but the process would apply to any institution or organization that wanted to use it. Please see also the Seminar Leader's Handbook, which contains not only the text of the seminars but also a host of suggestions for conducting them, many of which apply to the training institute as well.

a. Promoting the program. Some states may be able to be more directive than we in North Carolina can be. Our agency has more a "service" than a "regulatory" function, and there is no way we can require any LEA or university to take part in the program. Of course, any community participation is voluntary. Therefore, unless you enjoy the luxury of a command performance, a solid promotion is necessary:

   (i) Feature the local seminar at all appearances, in all interviews, through all information channels. When people think about your program, they should think of the local seminars.

   (ii) Work through superintendents, dean, etc. Make presentations to superintendent's councils, send memos to them from your chief state school officer, their regional coordinators, or any one else whose opinion they value.

   (iii) Emphasize that the course will be locally controlled, tailored to local priorities, and will at least suggest some new approaches to concerns already on the local agenda.

   (iv) It will provide a program which will give educational substance to legal efforts, reducing hostility to the law, and providing clear evidence of the LEA's or university's desire to comply with its spirit as well as its letter.

   (v) The training is free, contingent only on a commitment to support the course in publicity, logistics, and financial resources. (It is important that you get this commitment as solid as possible, otherwise you are setting trainees up for disappointment or frustration).

   (vi) Publish a list of the topics to be covered, using down-to-earth catchy phrases that will make the course sound interesting. This is crucial, as most people will assume you are offering a program purely on sex discrimination, a topic which they are likely to regard as unpleasant.

(vii) Send multiple invitations to the Superintendent or Dean, Director of Staff Development, Director of Curriculum Development, Director of Vocational Education, and Title IX Coordinator, as the individual who actually makes such decisions will vary from place to place.

b. Who should receive the training?

(i) Nominees should be any one to whom their colleagues can relate comfortably. There is no need for them to have any previous knowledge of sex bias, Indeed, there may be some disadvantages if they already have a local reputation for being hipped on the subject.

(ii) They may be any race or sex, any subject area, any age level, either teacher or central office. We had successes of all descriptions. You should stress that they should not have so many other duties that they won't be able to do justice to this one.

If you want to fund the program out of vocational monies, your participants will have to be vocational or guidance, but the program they conduct at home, which will be supported out of local resources, can still be open to everyone. (Many vocational educators support this approach as it reaches children in time to influence their pre-vocational choices.)

(iii) The training program should not be open to those who want to take it for their own interest, or to use only in their own classroom. They are who the local program is designed for. The training institute will develop a strong peer group and shouldn't be diluted with people who aren't facing the same responsibilities.

c. How many from each LEA or institution?

(i) This depends on the size of the LEA, whether you have created support groups through planning workshops, and how large a premium you place on reaching the maximum number of LEA's quickly.

(ii) Singles do fine, if they have a good support system, but they seem happier if they have a partner.

(iii) In very large units, teams will likely be necessary.

d. How many at the institute? The optimum size is probably between 30 and 40, with 50 a maximum.

RECOMMENDATIONS - PROGRAM STAFF

e. How long? In North Carolina, teachers earn one certificate renewal credit for each ten contact hours. We planned our local course to be ten lessons of two hours each, and worth two credits. The training session therefore fit easily into five days, with each morning or afternoon representing one lesson. As our trainees also had supplementary sessions on special subjects, materials, and methods, they received three credits. Several people have suggested three days, but we would regard that cautiously. At the end of three days our people were tired and sometimes uncertain. Then they seemed to get a second wind, and by the endthey felt "ready"

f. When? The third or fourth week in June, when school has just let out. Teachers are free but haven't left for vacation yet. This gives them the summer for reading and reflection. "Forgetting it all" over the summer did not seem to be a problem. It's hard to get people for a week at almost any other time of the year.

g. Teaching materials.

(i) Materials should be as complete as possible. (See the "Black Book"). The assumption sould be made that the trainees know nothing about sex bias, and they should be free from all necessity of having to take subject matter notes. They should, however, be encouraged to take notes on methods of approach, ways to answer tough questions, etc.

(ii) Make multiple copies available for trainees to take home, to enhance the "ripple effect."

h. Conducting the training institute. Beyond substantive preparation, your biggest job is to keep your trainees loved and cared for. Any week-long training session is exhausting anyway - this one is emotionally exhausting too.

(i) Hold the institute in a place which is comfortable and provides some opportunity for recreation, even though many trainees may work too hard to spend much time in the pool. We had the best luck with places that didn't provide too many distractions nearby.

(ii) Time to relax.

lunch - 2 hours to swim, shop, hike.

evenings - no more than one with a formal program. Ours were one dinner with speaker, one optional film festival, one required trip to movies or watching TV, one free for planning.

RECOMMENDATIONS - PROGRAM STAFF

(iii) Build in opportunities for informal fellowship between the participants rather than simply hoping for them under the heading "free time." For us it was a wine and cheese party between the last session and dinner, cafe style with small tables. (Pass the hat for wine money and special requests - peanut butter, celery, grape juice, sunflower seeds...)

This is important. People need to exchange stories on a one-to-one basis. They are not only unwinding, they are also internalizing the ideas of the day.

(iv) Feelings and feedback. You need to know two things:

- how good was each session? Use an evaluation sheet at the end of every one. It should be brief and anonymous, asking what ideas turned them on or off, and an evaluation of the presenter. These evaluations are relatively impersonal.
- how are your people feeling? The experience may be exhilarating, upsetting, depressing, exhausting - you need to know. At the beginning of the sixth or seventh session, and again at the very end, ask participants to write you a letter saying how they are feeling, both personally and and professionally, about the training. People take signed letters as a signal that you really want to know about them, and they tell you.

Follow up on the mid-point letters by giving the group a brief oral summary on "How you're feeling" and discuss any issue questions that are of general concern. Work any others into remaining sessions without comment. Deal with personal issues directly and privately.

(v) Voices of experience, if possible, the presence of folks who have already taught such a course is enlightening and reassuring. They can share their experience, not only giving advice but also offering living proof that it is possible to discuss sex bias and survive.

(vi) Helping the trainee plan. (See page 211.) Our trainee's greatest concern was uncertainty as to what we expected of them, and how to achieve their goals. However, when their written plans were completed, they felt confident. We urged them to be uninhibited - someone would surely say so if they had aimed too high, and: it is more likely to happen if you write it down.

The planning session should not be left till the very end. We had it on Thursday afternoon, and gave the participants Thursday night free to complete their written plans. (We required the written plans as a condition for receiving credit, in lieu of a final exam). As we helped teachers plan, we tried to emphasize they did not need to develop lesson plans (the Black Book provided those) but rather consider all of the decisions they would have to make and contingencies they would have to face in order to establish a successful program. The planning guide is structured but non-directive. Everyone faces a different situation. It has to be their plan, not ours.

(vii) Give diplomas! This is one time not to stint on the printing. Your trainees have worked hard, and they're going to be on the cutting edge. They deserve recognition. Mail the diploma to their superintendent and ask that it be presented with suitable fanfare. Even if the superintendent just hands it over, at least it came to his or her attention. And, incidentally, don't forget a state-wide press release with all the seminar leaders names attached, for local papers.

11. The importance of reinforcement.

Every time you follow up on a contact, be it a chance meeting or a week-long training institute, you create a continuum. It's the difference between a line and a point. A point has no direction. A line extends into infinity.

a. Follow-up activities need not be complicated. A simple "How's it going?" phone call can remind people of a commitment they took seriously, but haven't gotten around to. And sometimes there is a minor snag that wasn't quite big enough for them to call you, but which has them stopped.

b. Possible reinforcement activities: Phone calls, letters, questionnaires, newsletters, press releases, visits, refering someone as a spokesperson or authority, giving public recognition, including describing people's activities in your speeches, follow-up conferences, a second round of planning workshops, further training, building on local success, organized curriculum expansion... Anything which keeps the program breathing.

Reinforcement is important for everyone, but two groups merit special attention:

c. The seminar leaders.

(i) Ideally, each one should be visited, perhaps with a seminar or a meeting of the planning team. Those who are having difficulty can profit from the support of the state consultant in meetings with their local administrators, and in private discussions of whatever problems or worries they may have.

(ii) Visiting the successful programs gives the state consultant a wealth of ideas on how to solve problems in other places.

(iii) If individual visits are impossible, letters and phone calls can be substituted if they are done on a regular basis.

(iv) A follow-up conference is strongly recommended. It should take place around November or February, when trainees have had a chance to get well into their courses, but there is still time in the school year for those who have not started to profit from their fellows' experience. A follow-up conference should be a learning experience for the state staff, with reports from trainees being the basis for refining the program for the following year.

d. The planning teams. This is probably the single most important group for follow-up activities. They need it more: they may have written a detailed plan, but they only have one morning of "awareness" to sustain them. But, if the planning team really carries through they will provide the seminar leader with the support that might otherwise have to come from you.

(i) Read over their plan before you call or visit. Try to have a specific, but merely curious, question. "Did you have a chance to do X yet? I wondered if it worked. Nobody/Everybody else is doing it!"

(ii) Call different people on the team for different reasons so the contact or chairperson won't feel bypassed.

(iii) Don't pester. If you sense a call isn't welcome, quit!

e. As time goes on, the program will reinforce itself. The categories of activity will blur. For instance, a second planning workshop will likely reinforce early efforts, but also provide access to new ones. A presentation to a principals' meeting will reinforce their seminar leader's program. When the program is in full swing and all components working together, their mutual reinforcement will make the program run with only a well placed nudge from you.

RECOMMENDATIONS - PROGRAM STAFF

12. Curriculum expansion - the long term impact that ties it all together.

All efforts, with all components, should ultimately point in one direction, curriculum expansion.

The seminar sessions address barriers to change, the fundamental values questions that keep people from dealing with rigid sex roles, but that also offer the greatest potential for positive change. But if the program stays here, it may fizzle. The seminar series succeeds best if it produces an organized second phase, focusing on curriculum.

The state staff program is only so that state staffers can identify or create new materials for teachers, and show them how to use them.

Teacher educator's new modules are only worth doing if pre-service and in-service teachers teach differently.

Community organizations' projects only matter if they enhance the teachers' efforts, or if members find opportunities to expand their "parental curriculum."

This finally is the reason why the effort for sex equity must involve the whole school system: each component supplies a different skill, has a different opportunity.

D. STRATEGIC APPROACHES FOR THE FOUR COMPONENTS

1. State Education Agency.

a. Special characteristics of State Staff.

(i) State Staff are specialists, most of them in an instructional area. Curriculum expansion will interest them, and will be what they will want to convey to teachers, but they will not have time for sophisticated research. Like you, they mobilize resources, both human and material.

(ii) Their main clients are teachers. A prime way to motivate State Staff is to conduct a joint program in which their local stars respond enthusiastically. Most State Staff spend little time with students, except in demonstration teaching.

(iii) State Staff people function as leaders. They are comfortable and skillful in this role, and will likely not need the same sort of reassurance that local trainees may need.

(iv) Many State Staff members are the best and brightest in their business. They are important role models for teachers, and will be stimulating colleagues for you.

(v) It is possible to get to know State Staff on a continuing personal basis, unlike your contacts in the field.

(vi) State Staff members are very busy, and spend a great deal of time on the highway. You can combine these two points: any time you are on the agenda of a conference, check with the conference coordinator to see if anyone else from the agency will be there. If so, try to travel together. A car is the best place in the world for the kind of conversation you never have time for.

(vii) State Staff are subject to all kinds of political pressures and externally imposed priorities. If you can help them meet these priorities, they can only be grateful.

(viii) Many State Staff members are professionally ambitious, and an opportunity for publication will be very attractive to them. As expanding sex roles is a front and center topic just now, many may see cooperation with you as an opportunity for advancement.

(ix) Finally, State Staff people will undertand the pressures of your job better than anyone else alive.

b. Planning your approach.

(i) Every division is different, both professionally and personally. Find out what their concerns are first, then see how sex equity applies.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

(i) For each Division, become familiar with:

- the nature of their curriculum or specialty.
- problems inherent in their work.
- how they spend their time.
- their priorities, work pressures, on-going activities.
- their professional orientation. Are they curriculum oriented? Teacher-service oriented? Child oriented?
- general societal problems of interest to them as individuals.
- their relationship with other components of the system, especially teacher educators. Which universities do they relate to? How?

(ii) What direct advantages can you offer them?

- professional development.
- service for their clients.
- newly identified specialists and resources.
- money - travel and per diem for their people, printing, materials, consultants fee.
- if their field has been dominated by one sex, an enhancement of its value by emphasizing what it has to offer - what the excluded sex has been missing.

(iii) How can you help them meet other agendas?

- provide a supervisor's conference.
- increase their clients' sense of self-worth.
- give an avenue for professional advancement - being recognized as an innovator, publish articles, present conference papers.
- build staff relationships with an R & R retreat in nice surroundings.

(iv) What by-products can they gain from your program?

- a new insight into the breadth and impact of their field.
- an opportunity for professionals to deal with their roles as human beings.

(v) Be sure that when you conduct joint programs, they do the work. You provide resources and act as consultants only. You don't have time to implement the number of things you want to have going, and you want it to be their program, building their competence.

(vi) Use every opportunity to establish yourself as a human being with the same values and priorities as other human beings. Don't take offense, but many people will wonder about you! Go to lunch with colleagues often. If you're female, and males are cautious about including you, ask them. Going in groups can help. Talk basketball--show baby pictures--quote your mother.

3. In-service for State Staff.

a. Your life will be simplified if you can get in-service programs mandated, either by top management or Division Directors. If not, you will need to push for a strong commitment that State Staff members will actually be there. They spend a lot of time putting out fires and attendance may be eroded by small emergencies unless you have pressed the point.

Some possible patterns:

(i) Involve them in workshops you conduct for their clients. Again, you'll need a commitment that they'll stay there, as role models or as official reactors. State Staff may slip out for coffee when they're not on the program.

(ii) Identify and bring in out-of-state experts or classroom teachers, authorities that State Staff relate to easily. Caution, however: You need to know exactly what you are getting or your unknown experts may set teeth on edge under your auspices, and you'll have damage to undo.

(iii) Conduct in-service yourself. If you take this approach, talk it over with the participants ahead of time, acknowledge the unusual relationship between equals, and ask them to give you psychic permission to be their workshop leader. Remember they are used to giving workshops themselves, and their usual listening stance to fellow State Staff is "For information only."

A major advantage of doing it yourself: As professional workshoppers, they understand workshop skills. Be sure to throw your session open for questions and let them see how you handle challenges. If you gain their professional respect, word will travel very fast.

If you can pull it off, perhaps at a retreat, you'll likely have the time of your life. Hang on to your hat and have fun!

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

4. Help divisions plan. Work with them individually, or hold a Planning Workshop for several divisions at once. See the State Staff Planning Guide, (page 261), and the Strategies and Activities for State Agency Divisions (page 155).

5. Consider establishing an agency-wide task force made up of one consultant and one secretary from each division, to become a core of informed people, to give you advice and access, and to take the lead in preparing their own division's plans. Reasons for including secretaries:

   - they are accessible when consultants are on the road.
   - they can screen for biased language.
   - the nature of their jobs exposes them to biased behavior which they may appreciate help in handling appropriately.
   - if they're for you the boss is likely to be for you.

6. Conduct "How To Be A Liberated Secretary" workshops for agency support staff, covering the difference between problems inherent to the job and those due to its being "women's work," giving a chance for practical discussion of how to handle sexist problems without getting fired. Secretaries may want to form a continuing committee to address long term issues. Ours produced an agency procedures manual, studied the possibility of more paraprofessional jobs, and formed a support group for each other. Alternatively, they may want to work with their professional association to bring about changes.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

2. Local Education Agencies

a. Special characteristics.

(i) Local school systems' primary client group is the community. In a quiet community where the schools get reasonable support and there are no education-related political issues, school people are free to focus on students and plan programs according to their own professional judgements. Otherwise it will be the county commissioners, school board, pressure groups, newspapers that get the public agenda, and teachers will have to hunker down and try to teach kids when nobody's looking.

Gear your approach accordingly, letting administrators see that sex equity can contribute to "back to basics" or "development of the individual," as needed.

(ii) Local administrators, especially Superintendents and Principals. Many have developed a massive impatience: "Just tell me what the law says I have to do, and let me get out of here." Many are exhausted, and tired of being blamed. They may have very mixed feelings about their jobs, especially if they came into teaching because they loved kids or athletics, and then took administrative posts before they were ready, fearing to be branded as "not serious" if they refused. They are predominently male and white.

They respond better than any other group to the "problems" list. They have an overview of the system, and problems are their daily occupation. Having someone offer a new approach which might even suggest some answers is most refreshing.

They respond to an emphasis on how bias hurts men, focusing especially on job burdens and on their separation from their own children. Many are resentful of "fairweather feminists." They may be frustrated (and jealous) when competent women shy away from principalships or other administrative positions.

If you can convince them you have a program which may help solve some of their problems rather than adding a new one, and do it without blaming them as individuals for the ills of the world, you're in!

(iii) Central Office people often have freedom, flexibility and clout, but they may have too many other duties to get around to yours.

Many spend their lives in workshops and meetings, so they will be less exhilarated than teachers by the training experience (their fannies are fatigued) but also less apprehensive.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

(iv) Teachers are student and curriculum oriented, but many are too overworked to spend time on curriculum expansion unless they are released from something else.

They vary widely in how willing they are to develop their own materials or use someone else's.

Teachers are often exhilarated by a training conference or a materials development workshop. It gives them a break, time to think. Many are excited by the planning guide which gives them their first chance in years to sit back and assess the impact of their jobs. Teachers have less experience as leaders than central office people but may throw themselves into a program and make it their first priority.

(v) Attitude toward the State Agency.

Local people's view of State Staff varies from respect for valued authority figures to "Those idiots in Raleigh." Tell your seminar leader you'd be glad to visit or stay away - which ever would be most productive!

b. Planning your approach.

Everything you do should contribute to one or more of the following objectives:

- gaining access.
- building support in the Central Office.
- helping LEAs develop and implement a plan.
- helping teachers gain understanding of sex roles and learning.
- curriculum expansion.

(i) Gaining access. Your biggest problem is size. You cannot make individual assessments of LEAs as you could state divisions. Therefore, always operate statewide. There is no way to predict which LEAs will respond.

(ii) A "pilot" program, based on a statewide request for volunteers, can help you get started fast and give you existing programs to cite. Use your pilot units as forerunners only - don't wait for final evaluations before starting additional activities elsewhere.

(iii) Do you have any local leverages? Funding grants? Programs tied to federal resources?

(iv) Use all existing communication channels - statewide or regional meetings of Superintendents, principals, assistant principals, supervisors, professional associations.

(v) Consider holding your own statewide meetings for high priority target groups, urging them to support Planning Workshops, Seminar programs.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

(vi) Always work through Superintendents. They don't want anything in their school system they don't know about. However, they will seldom be your continuing contact. In fact, unless a system is very small and the Superintendent wears many other hats, if they appoint themselves as your "contact person" that may be a sign that they are actually refusing to appoint a contact person.

(vii) Principals are especially important. As Superintendents control access to the LEA, principals control access to the school. Do they have any regular meetings or other communication channels? If not, consider holding a meeting for one principal from each LEA to report back to fellow principals.

(viii) Hold Planning Workshops semi-regionally so people will not have far to travel, to build informed support groups and develop a plan.

(ix) Piggyback on other planning efforts - state or regional accreditation, curriculum planning, etc.

(x) Make full use of a major leverage point (some states don't have it): Teachers' certificate renewal credit requirements,by training local seminar leaders to build teachers' understanding of the issues. Many school systems are eager to increase their capacity to offer in-service that won't cost their teachers university fees.

(xi) Direct all these efforts toward curriculum expansion. Urge LEA officials to contact State Staff in the instructional areas and university professors to provide curriculum based staff development on sex roles and learning.

(xii) Consider the quirks of geography. Do you have LEAs where snow keeps the children home, but teachers come anyway, thus providing unscheduled days for in-service programs? On conversely, where all teacher work days are pre-empted by snow days?

(xiii) Keep reinforcing. Stay in regular touch, let people know what services they can count on you for, and give them plenty of public credit for what they have done.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

3. Teacher Education.

   a. Special characteristics of teacher educators.

      (i) Academic freedom. Professors have no continuing education requirement, though some of the more teaching oriented institutions are moving that way. On the contrary, many universities have a tradition of total individualism, with little avenue for even basic awareness sessions for all faculty.

      (ii) Tenure. "Publish or perish" is a real "access point." Use it! Professors need to be producing original work if they are facing a tenure committee. Once they have tenure they have even more freedom. This may mean freedom to devote themselves to a new issue, such as sex equity, or it may give them license to do little. Check the condition of their lecture notes. Faded ink and brittle paper signal that you might optimally spend your time elsewhere.

      (iii) Skills, time and opportunity to do sophisticated research and development. Classroom teachers with five or six classes a day and state consultants with three field visits a week may see curriculum expansion as an unattainable ideal. For professors it is meat and potatoes.

      (iv) Access to a high number of laboratory teaching situations, through student teaching program.

      (v) Control over the information and skills of all future teachers.

      (vi) Influence over an increasing number of in-service teachers, as jobs grow scarcer and demand for special services increases.

      (vii) As human beings, teacher educators do not have special characteristics, and respond to sex equity issues just like everyone else.

   b. Analyze the system.

      (i) How are teacher certification requirements set? Move any mountain to get a competency in sex equity curriculum expansion.

      (ii) Get to know SEA personnel responsible for teacher education and certification. Is their relationship to the university purely legal? Supervisory? Do they provide any consulting services? Sponsor conferences?

What is their mechanism for accreditation? Team visits? Printed standards? Try to become a part of this system. Provide in-service to those who manage it. A consultant making recommendations on sex equity during a team visit can have an enormous impact, even with no formal sanction.

(iii) Analyze the education schools themselves. How many are there? How big? What is their status with their college or university? Which are oriented to research, which to teaching? Do they have a team approach which would lend itself to in-service, or are they highly individualistic? What education priorities are hot topics?

(iv) Analyze how professors spend their time (especially if your own background is in elementary or secondary education). This will likely vary, not only individually but among institutions. How much of their attention goes to research? Writing? Teaching? Supervising student teachers? Reviewing professional literature or textbooks? Other?

(v) How do education schools relate to SEA instructional divisions? (This will likely vary widely among divisions and among universities.) Provide expertise? Sponsor conferences? Provide in-service?

Are there patterns you can repeat? Activities you can take part in?

(vi) How do the education schools relate to each other? Are any combined in consortia? Are there any rivalries to look out for?

(vii) Is there a desire for more interaction among education schools? Between teacher educators and the state agency? Between teacher educators and local school systems? If so, you can provide a topic to interact around.

c. Approaches and strategies for working with teacher educators.

(i) Identify pilot institutions who can help you hammer out your strategy and try activities. Try for a mix of public and private, look for situations with special dynamics, such as a small education department in a large university. Consider also institutions with a sex or race identification.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

(ii) Strategies for each university will depend in part on how directive administration is willing to be. A university can:

- Set competence in sex equity as a graduation requirement, independent of certification requirements.
- Mandate a faculty program of awareness, understanding and curriculum development.
- Leave it up to the individual professor.

(iii) If you find interest in planning a program for the whole education school, hold a planning workshop or conference, combining awareness with a structured planning process. (See page 243).

(iv) To the extent possible, urge universities to involve involve their whole faculty in the planning process, either in writing the plan, or in reviewing and implementing the plan developed at a workshop.

(v) Faculty awareness.

- Assess possibilities for awareness and understanding programs or seminars for faculty. Institutions that are small, or teaching-oriented, may be more interested than those that are large, or research oriented.
- In any program you conduct, the old rule is still true: Start at the beginning. Even though they are college professors, unless expanding sex roles happens to be their specialty, they will likely share the concerns and misconceptions of the general public. However, they will appreciate research references and bibliographies, if you have them. You may want to work directly with a university, or offer a spiral conference which combines awareness with individual planning.
- Strategies for reaching reluctant professors in an institution which does no group faculty staff development:

    *fellow professors can invite them to spiral conferences or share the results of their own work.

    *students who have developed skills in identifying opportunities to expand sex roles can apply these skills to all their courses, and discuss opportunities with professors.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

*state consultants in their field can seek to involve them in programs.
*classroom teachers in their field can express a need for new curriculum and methods.

(vi) Curriculum Development

- adapt the curriculum based planning guides developed for teachers (See page 265) and state staff (See page 261) to the needs of professors. This can be done simply, by replacing the activities in Objective B with those that make up a college professor's job description.
- Take advantage of professors' orientation towards writing and research to encourage the indepth curriculum development that may be beyond the resources of classroom teachers.
- provide spiral conferences (using the curriculum planning guide) to give professors an overview of the breadth and depth of sex equity issues, a chance to identify the opportunities in their own field, and a structured showcase for the teaching modules or activities they develop.
- consider specialized short workshops such as: "Unanswered questions" to identify research topics, or "Writing to expand horizons" for those preparing articles or textbooks.

(vii) Encourage education schools to identify local in-service needs for general awareness, general understanding, or curriculum and methods development. As expertise and modules are developed in a particular field, offer these to classroom teachers to follow the general seminar program.

Consider both state-wide curriculum conferences and courses offered directly through the education school.

(viii) Working with students. Awareness and understanding for pre-service teachers is of course a major goal, and until the curriculum is fully expanded, special programs may be necessary. However, it should be the responsibility of the university to provide such programs.

If you are invited to speak to classes, use the occasion to demonstrate skills, to expose the professor to your ideas, and to conduct informal research of your own on students' attitudes and reactions. Be sure to spend some time talking with the professor about ways to make sex equity a permanent part of the course. Do not accept an invitation if the professor won't be there. If you slip into the role of reliable guest lecturer, the professor has no need to build their own competence.

d. Keep networking. Education professors have skills that exist nowhere else in the education system. Every time you strengthen their relationship with state agency staff or with local curriculum supervisors and teachers, you strengthen the self-reinforcing system you are trying to establish.

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

4. Community Organizations

   a. Special characteristics.

      (i) Community organizations are service oriented.

      (ii) Many are issue oriented.

      (iii) They need speakers - some every week, some for annual dinners.

      (iv) They need projects, some of an involved, substantive nature, others that are simple and self-contained, but involve a lot of people.

      (v) They have every organizational and political skill yet invented.

      (vi) They run their communities: What they say goes.

      (vii) They are parents and many have made parenting a career.

   b. Analyze the system.

      (i) Find out what types of groups exist in your area. We found a good strategy was to consult the Chamber of Commerce and the North Carolina Council of Women's Organizations. The latter group puts out a publication called the Annual Directory of North Carolina Organizations. This directory provided us with names and offices of all types of organizations (both male and female oriented) and helped us decide which would be best to begin working with.

      (ii) Which are the strongest? Which are change agents? Which function largely as communications networks? Which are project oriented?

      (iii) Consider which issues related to sex roles would likely be of interest to community leaders or parents. Are there any organizations formed around a particular issue which might be relevant?

   c. Approaches and strategies for working with community organizations.

      (i) Contact organizations until you have a small number to work with.(8 - 10. There are thousands.)

RECOMMENDATIONS - APPROACHES FOR THE FOUR COMPONENTS

Start with a variety: women's groups, men's civic clubs, child advocacy groups, and groups concerned with minorities should all be included. You may want to maintain a balance, or you may find that some types will fit your program better than others.

(ii) Working with your first contacts, develop a list of possible projects, based on the kind of role they want to play. Be flexible, and work within their expectations - they all have some advantages:

Receivers - wanting speakers or presentations.

Communicators - willing to give you space in newsletters, make a pitch at their meetings.

Participators -
- as citizens
- as parents
- substantive involvement
- organizational involvement
- state-wide
- local

(iii) If you have grant monies, put out an RFP for state or local community projects. Focus on projects that build competencies and networks.

(iv) Some services you might provide:
- speeches, filmstrips, other presentations.
- articles for newsletters.
- special training institute, for local project organizers, or for a speakers bureau.
- special information or instrument kits, designed for their project.
- form a "Community Task Force," members to be representatives of state-wide organizations working with their own membership for sex equity. Meet quarterly to report on activities, discuss new avenues, new members, new issues organizations could tackle, publicity and recognition for their group.

(v) Provide follow-up to the groups after a project or presentation. Find out whether they feel it was worth it. Look for changes and revisions.

(vi) Plug the community groups into the rest of your network. Offer your trainees, teachers educators and fellow state staffers as speakers, be sure the educators know about the community projects, see whether they can suggest any new ones, etc.

RECOMMENDATIONS

E. STRATEGIES AND ACTIVITIES FOR STATE AGENCY DIVISIONS

The following activities should be implemented by the Division Director, with the involvement of the entire staff. Full time sex equity personnel in the agency should be resource people, but the responsibility for the Division's program rests with the Division Director. Some divisions may be subdivided into sections whose activities are disparate enough to justify separate plans, as each will have different needs and different opportunities.

1. Analyze the system.

   Which components of the education system are important in your field? How do they relate to each other? What are their immediate and long term priorities? Who are the key people?

   Decide where you will focus your efforts. How will you use the system to have the most long term impact?

2. Assign one person to do preliminary groundwork.
   a. Check on availability of enrollment figures.
   b. Search professional literature for relevant articles.
   c. Write professional associations for relevant material or policies.
   d. Identify new print and media materials, send for review copies.
   e. Investigate pilot projects through WEEAP, feminist publishing houses.
   f. Identify existing print and media resources in state, regional, local, university libraries and media centers, relating to sex roles and your field.
   g. Identify existing human resources - specialists in sex roles and learning, especially in your field, role models, etc.

3. Involve entire staff in awareness session.

   a. Identify resource people for staff development. If they are fellow members of state agency, discuss this perhaps unaccustomed relationship with your staff ahead of time.

   b. Activities for awareness session should include:
      (i) Define sex bias, sex discrimination, review relevant laws briefly.
      (ii) Practice recognizing unconscious biased behaviors and their significance.

RECOMMENDATIONS - STATE AGENCY DIVISIONS

(iii) Investigate bias in own field briefly, perhaps by analyzing textbooks.

(iv) Develop a philosophical approach, by identifying problems related to sex roles which are of concern to your staff and your client or target groups. Such issues could be specific to your instructional area or of general educational significance.

c. Decide on future in-service needs, such as:

(i) Full series of seminars

-all staff involved

-voluntary

(ii) Follow-up sessions at extended intervals.

(iii) Series of "interest" seminars at extended intervals, with no immediate action required, to give staff a chance to discuss sex bias for their own enjoyment. Almost any lesson in the Seminar series, or topics such as "How Sex Bias Ruins a Marriage," would do.

d. Include secretaries as participating members in all staff development opportunities (even if they say they're too busy). It is crucial that secretaries understand and be able to explain your program.

4. Develop a divisional plan (See page 261.)

a. Involve the entire staff in developing, implementing and evaluating the plan, though specific activities may be assigned to individuals. Everyone must "own" this program.

b. The planning process should have three overall stages:

(i) To identify all developmental areas where sex roles play a part, and to identify which of these are relevant to the teachers and students you serve.

(ii) To identify all possible opportunities in your work for expanding sex role perceptions. This activity should produce the widest possible list of ideas, unrestricted by reality, to provide a resource when unforeseen opportunities arise.

(iii) To develop a realistic plan of activities to be carried out in the regular course of your work.

c. At predetermined intervals review your plan.

   (i) Evaluate progress, discarding unsuccessful activities, building on successes.

   (ii) Re-read list of possible opportunities to see whether new activities might appropriately be added.

d. Throughout your work, remember your two prime objectives:

   (i) Understanding and insight into the dynamics of sex roles and learning for all your teachers.

   (ii) Curriculum expansion so that they have tools to work with.

5. Recommended activities.

   a. Investigate enrollment figures to find out any disparities statewide, in certain programs or in certain schools. (You may find some surprises.) If any inequities appear, check annually to measure progress, but do not set quotas.

   b. Include the issues of sex equity in all management tools such as annual plans, school visit checklists, etc.

   c. Staff development for teachers.

      (i) Prepare basic awareness presentation explainging the nature of sex bias in society and in the particular subject area.

      (ii) Incorporate this information into all contacts with teachers and counselors - school visit checklists, special workshops, regular faculty meetings, annual conferences, newsletters, classroom visits, media coverage.

      (iii) Encourage teacher's participation in full series of seminars to understand the relationship between sex roles and learning.

      (iv) Provide in-depth services in curriculum planning and expansion - bibliographies, newsletters, local visits, special workshops and conferences, pilot projects, etc.

   d. Curriculum expansion.

      NOTE: an "expanded curriculum" is one in which research has been done into all ways in which sex roles may be relevant to learning and development in that particular area, and all opportunities have been taken within the regular curriculum to expand students' perceptions.

      (i) Examine curricula for existing bias and prepare a list of all possible opportunities for expanding students' horizons. Always focus on opportunities more than on eliminating bias.

      (ii) Identify specialists who can develop or expand existing curricula, if this is not part of your staff's expertise. Teacher educators are an excellent resource.

      (iii) Hold materials development workshops, letting teachers develop expanded lesson plans and activities. They field test, you disseminate.

(iv) Examine all course titles for gender implications and find positive substitutes.

(v) Be prepared to comment on present adoptions, their biased or expanded images, language and content.

(vi) Prepare suggestions with sample lesson plans, for positive ways of teaching from the present books until unstereotyped ones are available.

(vii) Prepare short checklist for teachers to use in reviewing new materials, send this to relevant publishers, share it with all publishers' representatives who visit.

(viii) As materials with positive and unstereotyped images of both sexes become available, note this fact on all advisory lists, or prepare a recommended list specifically for this purpose.

e. If your instructional area has previously been dominated by one sex (or if any part of it has):

(i) Develop suggested list of reasons why the subject might be attractive to the pioneering sex.

(ii) Develop list of possible objectives to mixed classes that might be raised by administrators, teachers, parents, with suggestions of how to answer the questions.

(iii) Develop list of any actual problems that could arise, with suggested methods for solving or coping with them.

(iv) Revise all brochures or other staff-produced material to make clear that all programs are open to both sexes. Include pictures of males and females working together, if possible.

(v) Alter recommended classroom, shop or lab designs to be sure there are adequate facilities for both sexes and that the physical atmosphere welcomes both sexes.

(vi) Develop list of pioneering people in the field from newspaper clippings and local individuals, to function as role models.

(vii) Develop a list of pioneering individuals to be recommended for teaching or state staff positions.

f. Pay special attention to teacher educators.

(i) Make all products of your sex equity project available for their use.

(ii) Provide demonstration presentations for their classes.

- (iii) Encourage them to use all possible opportunities to expand pre-service teachers' horizons.
- (iv) Enlist their aid in expanding curriculum, perhaps by developing modules to be used within their own courses.
- (v) Help disseminate such modules to other professors and to in-service teachers.
- (vi) Encourage education schools to provide curriculum-based in-service opportunities relevant to your instructional area.
- (vii) If your area has been dominated by one sex, encourage admission of pioneering students and hiring and promotion of pioneering faculty.

g. Work with student organizations, or their adult advisors, to:

- (i) Insure that clubs do not themselves discriminate.
- (ii) Develop programs in which they identify their own opportunities to expand their own, fellow students' and younger students' role expectations.
- (iii) Understand the dynamics of peer pressure, recognizing it is no better to be pressured to pioneer than to be pressured to conform to stereotypes.

h. Work with advisory councils to:

- (i) Be sure they include both sexes, including persons interested in expanding sex roles.
- (ii) Inform them of staff efforts on sex bias, and enlist their aid.

i. Communicate with the community.

- (i) Seek out opportunities for interviews or articles from a state or local perspective in newsletters, trade magazines, newspapers, radio or television.
- (ii) Prepare basic presentation to be used by state staff, teachers, or students explaining the program to community groups interested in your instructional area. Focus on concerns already of high priority in the community.

F. STRATEGIES AND ACTIVITIES FOR LOCAL EDUCATION AGENCIES

The following recommendations are addressed to the person who represents the Superintendent in administering the LEA's sex equity plan. They may be the Title IX Coordinator, Equal Opportunity Officer, or any individual the Superintendent may choose to appoint. Activities should involve as much of the school community as possible, but ultimately the responsibility for the plan rests with the Superintendent: support from the central office remains the best single predictor of success. (See page 112 for a checklist on support from top management.)

As you work, keep in mind two main objectives:

- Understanding of the benefits and dynamics of sex equity
- In-depth curriculum expansion, based on identifying all possible opportunities to widen students' role expectations.

1. Analyze the system.

   a. Within the LEA.

      (i) Who are the individuals whose formal and informal support can help you most?

      (ii) What is the management style of your central office? Will you be working entirely by persuasion, or can some activities be mandated?

      (iii) What are the educational priorities of your LEA? Of your community? Of the individuals whose help you need?

   b. Your LEA's relationship with other components of the education system.

      What services do you receive from or provide to:

      (i) The State Education Agency,
      (ii) Regional education centers,
      (iii) Colleges and universities,
      (iv) Community groups?

RECOMMENDATIONS - LOCAL EDUCATION AGENCIES

2. Assess what has already been done.

   a. Ascertain the status of Title IX and Title II compliance and self-evaluation.

   b. Spot check to see whether faculty, students, parents, others are informed who Title IX coordinator is, and their own responsibilities and rights under these laws.

   c. Check to see if enrollment figures have been collected. Check all areas, not just vocational education and athletics. Keep numbers up to date to check progress, but do not set quotas.

   d. How were legal compliance efforts received? Decide whether you wish to build on them, or start fresh.

3. Appoint a planning team.

   a. Desirable characteristics of team members:

      (i) Understanding of your school system.

      (ii) Knowledge of key instructional areas.

      (iii) Personal credibility to support the plan effectively.

      (iv) Time to design and support the plan (others may implement much of it).

      (v) Representation of target groups - teachers, parents, ethnic groups, etc.

      (vi) You may wish to include a key doubter in order to gain their support. This can work, but don't overdo it!

   b. Inform team members ahead of time about the nature of the program, and the level of support they can expect from the central office.

   c. Provide an opportunity such as a planning workshop which will provide:

      (i) General awareness of the relationship between rigid sex roles and high priority education problems.

      (ii) The ability to recognize sex bias and distinguish it from discrimination.

      (iii) An organized planning process (See Planning Guide, page 195).

d. Give team full support as it carries out its duties.

e. Consider whether team should operate independently or as part of on-going planning process, such as state or regional accreditation, comprehensive educational planning, etc.

4. Develop your philosophical approach.
Identify problems related to sex bias which are of concern to your school system and community, and base your approach on these. Always emphasize that sex equity is a new approach to old problems, not a new problem.

5. Plan your awareness and understanding program.
(For additional comments and details see The Seminar Leader's Planning Guide included in this volume, and the separate Seminar Leader's Handbook.)

a. Who should be involved?

(i) Awareness (2-3 hours)

- Administrators are crucial in their ability to support and explain the program. A special effort should be made to include any principals who do not take the full seminars.
- Any teacher's aides not taking the seminars.
- All support staff who influence policy (secretaries) or who have informal contact with students (secretaries, custodians, cafeteria workers, bus drivers). 2 hours with follow-up meeting, focusing especially on impact of unconscious behavior.
- School Board, parents, community leaders, at least a short presentation to explain goals of program.
- If possible, further involve parents, perhaps through community organizations, in developing ways they can participate in the program rather than merely tolerate it.
- Students may be part of initial program, or may be recipients of other target groups' efforts.

(ii) Understanding (20 hours plus).
For everyone with extended student contact or curriculum responsibilities, including teachers, counselors, curriculum planners or supervisors' coaches. Depending on the nature of their jobs or personal interest, principals, media specialists, teacher's aides, parents and others may be included.

b. Select individuals to conduct seminars and arrange for their training. They can be any race and either sex. The prime qualifications are the ability to relate well to others, and the potential to lead a group warmly and articulately.

RECOMMENDATIONS - LOCAL EDUCATION AGENCIES

c. Discuss the program with them ahead of time.
Let them know what you have already planned, any absolute constraints, and assure them of your cooperation with the recommendations they develop during their training program. Urge them to develop as complete a plan as possible - it's always easier to prune than nail on a new limb.

d. Give full administrative backing to maximum involvement.
Consistant with your administration's management style and other priorities ,plan the organizational approach that will reach the most people.

Voluntary or universal? Voluntary assures a happy class. Universal reaches more people, and we recommend it, if it is handled gracefully.

Participants in a universal program should be treated with the same consideration and given the same preliminary promotional information as if the program were voluntary. However, it was our experience that even in programs that were run heavy-handedly where the participants resented the administrative style, the ideas still carried themselves and most participants ended up happy with it. They often expressed surprise at the extent to which the program addressed real problems in real lives, and confessed they would never have enrolled on their own.

e. Some organizational patterns.
Every year our local school systems come up with more extensive programs, so we assume the definitive pattern has not been set yet!

(i) Our gold star program so far, from Halifax County:
A team of two people introduced the seminars to the entire school system during August work days, then trained teams consisting of the Principal and a lead teacher from each school, plus selected central office personnel. They met monthly over ten months. The teams had the intervening month to repeat the entire program for their entire school, so that every teacher had at least 20 hours. An independent observer* the following year reported that teachers interviewed had apparently internalized the program enthusiastically, and come up with imaginative ways of applying it in their classrooms.

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*Richard A. Bond, American Institutes for Research, Palo Alto, California.

(ii) School representatives complete their training before beginning the program independently in their schools. This gave them a better overview, but less support from each other than the interlocking monthly meetings.

Caution: some version of the "ripple effect" described in (i) and (ii) is really the only way to go in a big system, where a single seminar leader, or even a team, will have trouble reaching everyone. However, it only works with strong administrative backing. If representatives from schools are merely expected to "share" their training they will likely end up frustrated and disappointed, having done little.

(iii) Seminars purely voluntary, repeated if interest warranted. This approach works well in small-to-medium systems where word-of-mouth is effective in creating continued interest.

(iv) Seminars given to entire staff at once. This works fine in LEAs with 80 teachers or less.

f. Give full support to program:

(i) Time for the seminar leader, protecting them from other extra duties.

(ii) Money. (Most of our programs ran on a frayed shoestring.)

- Some possible expenses: salary for seminar leaders if they are working outside regular hours, training materials, films, speakers, refreshments. Costs are probably no more than for any other in-service program.
- Some possible sources: staff development budget, materials acquisition funds, vocational funds, a registration fee for the seminars, offer program through community college, interested community groups.

(iii) Formal and informal endorsements of the program and its goals.

6. Plan a curriculum expansion program which will give all teachers the opportunity to translate their new insights into professional activities.

NOTE: an "expanded curriculum" is one in which research has been done into all ways in which sex roles may be relevant to learning and development in that particular area, and all opportunities have been taken within the regular curriculum to expand students' perceptions.

a. Involve the maximum feasible number of teachers in planning and testing new approaches.

b. Identify curriculum specialists:
   (i) On own staff
   (ii) At universities
   (iii) State or regional staff
   (v) Other?

c. Arrange for back-up services to ease curriculum expansion: identify relevant materials and human resources, and arrange time for planning, development, testing and follow-up.

d. Coordinate curriculum efforts to avoid the "overkill" effect on students if different areas cover the same material.

e. The curriculum expansion process should have three overall stages (See page 243) in which every teacher is given the opportunity to:
   (i) Identify all developmental areas where sex roles play a part, and identify which are relevant to their own work.
   (ii) Identify all possible opportunities in their field for expanding students' role expectations. This should produce a wide resource list of ideas, unlimited by restrictions of time, money, etc., from which teachers will choose their own activities, both now and when unforeseen opportunities arise.
   (iii) Write their own realistic plan of activities to be carried out in the regular course of their work, making use of whatever new materials, methods and topics have been generated by the sex equity program.

f. The program should focus on identifying opportunity to expand horizons, rather than on eliminating sex bias. You may have many teachers who feel there is "no problem" in their own field, who nevertheless have superb opportunities for directly helping students overcome the impact of "the problem" in society at large.

g. As teachers may have neither time nor resources to do a complete job of research and development all at once, this phase should continue for some time, incorporating new materials from other sources as they become available.

7. Recommended opportunities and activities.

a. Analyze present teaching materials in order to develop positive new ways (with lesson plans) of teaching from biased books.

b. Examine all new materials for bias, and take the results into account in making a selection.

RECOMMENDATIONS - LOCAL EDUCATION AGENCIES

c. Examine all course or unit titles and descriptions for gender implications and find positive substitutes.

d. Recognize that students of all ages need time to discuss sex stereotypes openly:

- (i) Because the world is sending very conflicting messages.
- (ii) Because their needs and interests change with physical and social development.

e. Examine all subjects and skills, classroom activities, discussions, library work, field trips, etc., for opportunities to let students deal directly with the realities of sex bias and the advantages of sex equity. Remember to focus on the impact of rigid sex roles on major societal problems, not just enrollment numbers or career choice.

f. Keep observation diaries of student behavior, noting biased actions or opinions. If appropriate, intervene or discuss. Remember, you would not permit overt racism in your class. You should feel equally comfortable helping students alter sex biased behavior too.

g. In any area previously limited to one sex (remember to examine all programs, not just athletics and vocational education):

- (i) Assure that all course descriptions clearly state that the program is open to both boys and girls, or use "she or he" in describing students.
- (ii) Make public announcements and post notices that both males and females are not only allowed but welcomed in every course.
- (iii) Examine class assignment procedures for any formal or informal tendencies to steer students into any class by sex.
- (iv) Identify and use guidance materials, films, etc., that treat women and men nonstereotypically or (temporarily) that focus on careers for women.
- (v) Design and print (especially if school has graphics program) flyers or brochures for each subject area, showing girls and boys working together.
- (vi) Develop suggested list of reasons why each subject area might be attractive to the pioneering sex.

RECOMMENDATIONS - LOCAL EDUCATION AGENCIES

(vii) Develop list of possible questions about mixing classes that might be raised by administrators, teachers, parents, with suggestions of how to answer the questions.

(viii) Develop list of actual problems that could arise with suggested methods for solving or coping with them.

(ix) Develop file of pioneering people in all occupations from newspaper clippings and local individuals to act as resource people and role models.

(x) Hold career days that emphasize pioneering speakers and exhibits. (A career day speaker inspired Barbara Jordan to be a lawyer.)

(xi) Look out for unconscious stereotyped student behavior (example: dominant sex doing class activities for pioneering sex).

(xii) Invite teachers who have already had pioneering students to share their experiences about student abilities, discipline situations, etc.

(xiii) Give students a chance to talk about their own role assumptions, their perceptions about the subject ("I won't need it"), other people's assumptions about them, the realities of biases and opportunities in the field.

8. Include students of all kinds:

a. In planning, to increase relevance and acceptance of the program.

b. In implementation.

(i) To give them exposure to the subject and experience in leadership.

(ii) To minimize hostile peer pressure.

(iii) To allow older students to function as role models to younger ones.

c. Let students brainstorm ways they can find opportunities in their own lives to expand their own and other people's role assumptions. They should consider their home and community lives as well as school.

d. Assure that student organizations do not themselves discriminate, but rather use their activities to promote sex equity.

RECOMMENDATIONS - LOCAL EDUCATION AGENCIES

9. Promote the program.

   Remember that the major problem in expanding sex roles is still that many people sincerely believe it has nothing to do with them and have no idea why they would be interested. Some also have firm negative misconceptions.

   (i) Memos, bulletins and announcements are necessary but not sufficient. More substance is needed.

   (ii) Publicize your philosophical approach, featuring the list of problems related to sex equity which you feel are of interest to your school and community.

   (iii) Distribute outline of seminar programs with a sentence or two describing each session.

   (iv) Show filmstrip, hold discussion in faculty meetings or other occasions when every one will be there.

   (v) Use all regular channels of publicity and communication - school paper, faculty bulletin boards, etc.

   (vi) Talk! Use anecdotes showing how sex equity can contribute to school priorities.

10. Work closely with teacher educators - universities, colleges, technical institutes, etc.

   a. Inform them of all aspects of your program so that they know what pre-service teachers should be prepared for.

   b. Discuss your needs for:

      (i) Resources for in-service - can they provide or help you identify
         - materials
         - people
         - existing courses or programs

      (ii) General in-service program, if you are not providing this yourself.

      (iii) Curriculum-based in-service, to help teachers expand curriculum after general in-service.

      (iv) Any special questions or topics that professors or students could research or develop as professional or class projects.

   c. Encourage student teachers interning in your school to undertake projects related to sex roles, and keep diaries of biased student behavior.

RECOMMENDATIONS - LOCAL EDUCATION AGENCIES

d. In any areas that have been dominated by one sex, encourage education schools to admit pioneering students and express your interest in hiring pioneering teachers.

11. Communicate with the community.

a. Inform parents and community leaders of the nature and goals of the program. Tailor your approach to the priorities of each group.

(i) PTA, class parents, booster groups.

(ii) Advisory councils.

(iii) Civic, church and other community groups.

b. Develop a short student or faculty presentation, perhaps with slides. Remember how many organizations need a speaker.

c. Contact "Features" editor of local papers (daily and weekly), radio, television, industry and club newsletters. Invite them to interview seminar leader, pioneering students, parents concerned about a particular sex-role-related problem, and discuss how sex equity can help.

12. Involve the community as active participants.

Just as organizations need speakers, many also need projects.

a. Suggest cooperative projects. Contact groups as they are planning their program year and outline your needs, or ideas that you think will appeal to the group in question.

b. Any program to expand role expectations which needs people-power, money, access to industry ,etc. may make a good project for a community group. Some possibilities:

(i) Help screen and obtain new materials.

(ii) Set up speakers bureau.

(iii) Identify pioneering workers in the community.

(iv) Offer pioneering scholarships.

(v) Boost girls' athletics.

(vi) Host industry field trips.

(vii) Sponsor "big brothers" reading clubs or any unstereotyped activity that will involve boys in caring for younger children.

RECOMMENDATIONS - LOCAL EDUCATION AGENCIES

(viii) Work with industries to help place pioneering graduates.

c. Help members learn how they, as parents can expand their own children's horizons.

(i) Share Teachers Planning Guide, help adapt it to parents' activities.

(ii) Conduct unconscious well-intended behaviors exercise and brainstorm alternative behavior.

(iii) Make full seminar series available.

13. Keep evaluating and recycling your efforts.

Even the best plan is no more than high quality guesswork. Some apparently reasonable activities will fail, while unexpected people will take off on wild goose chases that succeed brilliantly. Therefore:

a. Evaluate regularly and often.

b. Retool objectives which aren't working, or discard them.

c. Build on successes, adding new activities or expanding old ones.

G. STRATEGIES AND ACTIVITIES FOR TEACHER EDUCATION INSTITUTIONS

These recommendations are addressed to the dean or chair of education, head of curriculum or staff development, or whatever person has been given the responsibility for preparing a sex equity plan and as such represents the administration. This person will likely find others to help in preparing the plan and to delegate implementing the activities - not do it all themselves.

All activities should contribute to four major goals:

- Awareness and understanding for all faculty.
- Awareness and understanding for all students.
- Sophisticated curriculum expansion.
- In-service programs for teachers to give them both general understanding and in-depth curriculum expansion.

1. Analyze the system in your university.*

   a. Who are the people who can help you, both formally and informally?

   b. Where does educational innovation ordinarily originate on your campus?

      (i) The administration
      (ii) Curriculum committees
      (iii) Staff development committees
      (iv) Individual initiative of professors
      (v) Other?

   c. What is the management style of your administration? How much autonomy do your professors expect? Will your program be organized and cohesive? Completely individual? Something in between?

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*For simplicity's sake, all teacher education institutions, universities, colleges, technical institutes, etc., will be referred to as "universities."

RECOMMENDATIONS - TEACHER EDUCATION INSTITUTIONS

2. Appoint a planning team

    a. Members should include key administrators, curriculum areas, representatives of any important target group such as minority groups, students or citizens' advisory councils. They should be individuals with the personal credibility to effectively support the program.

    b. Decide whether planning team should operate independently, or as a sub-committee of an on-going planning process such as:

        (i) NCATE
        (ii) Regional accreditation
        (iii) State Comprehensive Education Planning
        (iv) Curriculum Review Committee
        (v) Other

    If team functions as part of general planning process, sex equity should be integrated into all planning functions.

    c. Team preparation.
    Give team time and opportunity to become aware of the implications of sex roles and learning, and to have a structured planning experience. This could be:

        (i) Working alone, with their own resources, these recommendations and the Planning Guide.
        (ii) A one-day awareness and planning work shop.
        (iii) A three-day conference on both substance and planning.

    d. Give team time to initiate and implement plan, releasing them for other duties if necessary.

    e. Give them full administrative support, both formally and informally.

3. Analyze your university's place in the overall education system.
What is your relationship with the State Education Agency? Regional Education Centers? Local School Systems? Other activities of higher learning? What services do you give and receive from each? Will their sex equity programs make new demands on you? Provide new avenues of service? Can they contribute to your program? Do you ordinarily respond to initiatives from these other agencies or do you ordinarily take the lead?

RECOMMENDATIONS - TEACHER EDUCATION INSTITUTIONS

4. Investigate sex equity program at state and local levels.

    a. How will your graduates compare to in-service teachers?

        (i) Less aware and informed.

        (ii) Right in step.

        (iii) More informed. Prepared to be leaders.

    b. What new demands may be made on you to provide in-service programs for teachers?

        (i) Basic awareness of sex bias.

        (ii) In-depth understanding of social issues, sex roles and learning.

        (iii) Curriculum-based in-service to follow on general understanding.

    c. Are there areas where you could provide initiative and leadership for divisions of the state agency or for local school systems that have as yet done little?

5. Assess what has already been done on your campus.

    a. Ascertain the status of Title IX and Title II compliance and self-evaluation.

    b. Spot check to see whether faculty, students, parents, others are informed who Title IX coordinator is, and their own responsibilities and rights under these laws.

    c. Check to see if enrollment figures have been collected. Check all areas, not just vocational education and athletics. Keep numbers up to date to check progress, but do not set quotas.

    d. How were legal compliance efforts received? Decide whether you wish to build on them, or start fresh.

    e. Identify any activities begun that go beyond legal compliance - individual initiatives, participation in state or professional association programs, etc.

6. Identify existing resources.

    a. Human resources

        (i) On own campus. Consider faculty and students:

            - "women's studies" programs
            - psychology, child development, family and vocational experts
            - any individual already versed in sex roles or sex equity

(ii) In other education agencies

- SEA, General Assistance Center, Regional Centers
- other universities, colleges, institutes
- local school systems

(iii) In community

- interested parents
- community groups, such as NOW, WEAL, YWCA, League of Women Voters, civic clubs, men's consciousness groups
- industry personnel offices

b. Materials resources - print and media.

(i) On campus

- main library
- departmental libraries
- counseling, career planning centers
- personal collections of faculty or students

(ii) Media centers of other education agencies (see (ii) above)

(iii) Public libraries

(iv) Collections in community women's centers, YWCA, etc.

(v) Public relations departments in industry

c. Notify other agencies of existing resources, invite their use.

7. Arrange initial meeting with faculty to gain faculty support for sex equity as a priority. Meeting should be required, or combined with regular event that will assure total attendance. Basic presentation should include:

a. The benefits of sex equity. Present a list of priority education problems which are at least partly grounded in rigid sex roles. Show how sex equity provides a new approach to these problems. Tailor your list to the known concerns of your faculty and community.

b. Brief outline of Title IX and Title II, including the responsibilities and rights of faculty and students. Do not put heavy focus on legal matters, or on discrimination (as distinct from bias).

RECOMMENDATIONS - TEACHER EDUCATION INSTITUTIONS

c. Description of program presently going forward at state and local level.

d. Describe need for in-depth curriculum-based research, development and in-service.

e. Emphasize that teacher educators can better meet this need than any one, because they have time and skills for sophisticated curriculum research and development.

f. Let faculty discuss goals of program to expand role expectations and how best to meet these goals.

8. Provide basic awareness program for all faculty and administrators. If possible, include secretaries, dorm parents, and any other staff with student contact. Awareness program can be combined with initial meeting (see above) or separate. It should include:

   a. Distinction between sex discrimination and bias and how bias develops in all of us.

   b. Discussion of how sex bias hurts men.

   c. Exercise to identify unconscious well-intended behaviors and discuss their implications.

   d. Focus on identifying opportunities to expand students' horizons, rather than on eliminating sex bias.

   e. Emphasize relevance for all curricula, rather than limiting to special workshops.

9. Provide in-depth understanding for faculty. Use every technique of administrative leverage and public relations to get maximum participation! Some possible patterns:

   a. 3-5 day conference of substance and planning.

   b. Continuing series of seminars.

   c. Retreat.

   d. Using existing faculty or departmental meetings.

   e. Setting up special committees, forums, faculty seminars.

   f. Working through professional organizations.

   g. Providing self instructional materials. If using this approach, consider how you will motivate faculty to use them.

RECOMMENDATIONS - TEACHER EDUCATION INSTITUTIONS

10. Design short-term program for students (pre-service teachers) as an emergency measure until professors have expanded curriculum.
    - a. Provide basic awareness to all students.
    - b. If curriculum expansion will not take place immediately, provide full series of seminars.
    - c. Encourage student organizations to show leadership in expanding sex roles by:
        - (i) Assuring that they do not themselves discriminate.
        - (ii) Hold programs for their own members, fellow students, the general public including faculty members.
        - (iii) Some groups to consider:

          Student NEA, student chapters of any professional associations, university or dormitory student councils, religious organizations, etc.

11. Use student teaching programs.
    - a. Discuss program with supervising teachers. Invite them to take part in awareness program, or provide a special one for them of they have not had a sex equity program in their school.
    - b. In orientation for student teaching, provide techniques for identifying bias in:
        - (i) Teacher behavior
        - (ii) Teaching materials
        - (iii) Classroom environment
        - (iv) Student behavior
    - c. Encourage student teachers to keep diaries in each area, especially student behavior, and discuss possible antidotes.
    - d. Evaluate student teachers on skill at identifying opportunities to expand sex roles.

12. Include graduate students in all awareness and understanding programs, and encourage research projects and dissertations on issues of sex roles and learning.

RECOMMENDATIONS - TEACHER EDUCATION INSTITUTIONS

13. Expand curriculum in all areas.

NOTE: An "expanded curriculum" is one in which research has been done into all ways in which sex roles may be relevant to learning and development in that particular area, and all opportunities have been taken within the regular curriculum to expand students' perceptions.

a. Eventually, everyone should be involved, though program may begin with those professors previously interested in sex roles or sex equity, or in those curriculum areas where relevance is most obvious.

b. Work by curriculum area, using any existing curriculum planning system, or an ad hoc arrangement.

c. Adapt and use Teachers' Planning Guide by changing list of activities to incorporate professional functions of teacher educators.

d. Work basic awareness program into required courses to assure that it reaches everyone.

    (i) Let professors have in-put as to which courses could absorb new materials most easily.

    (ii) Focus on methods courses as well as theory, so that students will apply learning to actual teaching practices.

e. Encourage the development of modules to expand role perceptions that can be used within existing courses. As they are developed, develop ways to field test and evaluate them by exchanging:

    (i) With fellow faculty.

    (ii) Informal networking with other institutions.

    (iii) Through special conferences.

f. Building around modules, examine each course rigorously for all opportunities to expand sex role perceptions, and fill in the gaps.

g. Encourage professional exposure of innovative curricula:

    (i) Articles in professional journals.

    (ii) Presenting papers at conferences.

    (iii) Authoring or co-authoring texts or supplementary materials.

h. Use professional access to publishers, suggesting revised, expanded, or new texts.

RECOMMENDATIONS - TEACHER EDUCATION INSTITUTIONS

14. Work with "Women's Studies" specialists to:
    a. Help design program.
    b. Identify human and materials resources.
    c. Encourage students to enroll in special courses.
    d. Consider having an elective "Sex Roles and Learning" course.
        (i) Use this course as an avenue for basic research for methods and materials that can be absorbed by regular courses.
        (ii) Recognize that while "Women's Studies" is a legitimate specialty, such courses do not serve the function of expanding the entire curriculum.

15. Sponsor, or encourage state agency to sponsor, "spiral conferences" which will take advantage of professors' research and development skills to spread advanced information on sex roles and learning.
    a. Professors meet, take part in awareness and substance activities, contract to prepare modules on a relevant subject.
    b. Six months later, professors return with at least one colleague for further substance and to demonstrate modules, trying to "sell" them to other participants to field test.
    c. Both new and the original professors contract to develop further modules, to be shared again in 6 months.
    d. Process provides a continuing forum for original work on sex roles and learning.
    e. If desired, in-service teachers may be invited to take part.

16. Develop in-service program for teachers.
    a. Based on assessment of existing programs in LEAs, provide basic seminar series for in-service teachers.
    b. Follow this with teachers' curriculum planning session, for teachers to develop skills in identifying opportunities to expand students' expectations (See Teachers' Planning Guide).

c. Develop specialized curriculum-based in-service programs (perhaps based on modules developed for teacher education courses), giving teachers specific lesson plans and activities to be used within their regular courses.

d. Help teachers develop specialized mini-courses on sex roles and society, if desired, but caution that these do not meet the goal of expanding all students' horizons.

17. Keep publicizing your efforts and results.

In any sex equity program, the major problem is that many people believe you are focusing on discrimination only, and that the effort has no relevance for them. This may be especially true in higher education, where traditions of academic freedom may promote academic isolation. Keep your program visible!

a. Focus on societal and educational problems already of concern.

b. Publicize all successes, especially those at the more sophisticated and less obviously relevant levels.

c. Encourage students to spread insights from one class to another.

18. Evaluate and reassess your plans.

At periodic intervals, go over your plan. For each objective ask yourself "How do I know whether I have met this objective?"

Based on each assessment, revise, drop, or build on your activities.

How will you know when to quit?

a. When all faculty have taken creative opportunities to expand curriculum in all classes.

b. When graduating students demonstrate behavioral and curricular competence in expanding sex roles.

c. When a respectable number of faculty have continuing research and development projects related to sex roles and their field.

d. When you are meeting local in-service needs for:

   (i) General understanding of the issues.

   (ii) Curriculum-based programs to expand sex roles in each instructional area.

H. STRATEGIES AND ACTIVITIES FOR COMMUNITY ORGANIZATIONS

1. Investigate the relationship between sex roles and learning, or other areas of human development. Are any of the problems that grow partly or wholly out of rigid sex roles important to the aims of your organization?

2. Find out the status of your state and/or local program to comply with Title IX, and Title II of the Vocational Amendments. Are there state or local people who can act as resources? Discuss with them what kind of help they need most from the community, and what services they can provide you.

3. Make (or arrange for) a presentation to your group's governing body. Ask them to declare sex equity a priority issue, as an approach to whatever concerns are already high priority.

4. Arrange for an awareness session for your key state and/or local leaders to:
   - provide basic awareness.
   - decide what aspects of sex equity you will deal with and develop a philosophical approach.
   - map strategies.

5. Some policy questions to consider:

   a. Will your effort be:
      - statewide only (a single conference around a central theme)
      - local only
      - combine the two (a conference to kick off local projects)?

   b. What kind of involvement do you want?
      - substantive involvement which may require some training (example: help local schools screen new materials for bias).
      - organizational involvement, in which members will use general skills they already have (example: organize a big brothers reading club).

   c. What about money? Will you want a project which is:
      - virtually free (developing a local speakers bureau for schools).
      - uses your fund-raising skills (provide scholarships for pioneering students)

RECOMMENDATIONS - COMMUNITY ORGANIZATIONS

d. How focused do you want to be?

(i) concentrate on:
- one aspect of a societal problem (adolescent discipline).
- one target group (displaced homemakers)
- sex equity itself, as a new approach to many concerns.

(ii) provide local leaders with general information on sex equity, then let them choose from a wide list of possible projects.

The answer may depend on your community. Are you already saturated with general programs? Is there some issue that is already in the public consciousness?

e. What relationship do you want with the school system?

- cooperative
- monitoring legal compliance
- urging them to go beyond legal compliance
- independent

6. Publicity.

a. Publicize your project in such a way as to show how sex equity contributes to urgent community priorities. This will likely catch the imagination of local media on behalf of your entire organization, as well as this project.

b. Use existing holidays as a theme for your efforts. (Father's Day to focus on parenting skills for boys, or to focus on death-dealing job pressures. Mother's Day for a hard hitting poster on teenage motherhood. Valentines's Day to focus on working partnerships between women and men.)

c. If there are no handy holidays, consider asking your governor or mayor to declare one. (The Governor of North Carolina recently declared a "Working Mother's Day.")

d. Make full use of all your own regular channels of communication.

7. Contact other community organizations for joint sponsorship of a project, or to see if they would like to take on a complementary activity. Consider whether you need groups that are similar to yours, or different. If your group is largely one sex, you might seek a partnership with a group made up of the other kind, or you may need one that can reach another segment of the community, or one whose skills might complement yours.

RECOMMENDATIONS - COMMUNITY ORGANIZATIONS

8. If your program depends on local leadership, arrange for training local leaders. Consider:

    - one state-wide meeting.
    - a series of local meetings or workshops.
    - individual meetings for whomever is interested.

   Get help from state or local education sex equity personnel in identifying resources, conducting training sessions.

9. Possible projects.

   a. Work with members as parents.

      - adapt Teachers' Planning Guide by replacing list of activities with parental activities.
      - at regular club meetings or at special workshops help members identify ways they could expand their own children's role expectations.
      - focusing on parents, share presentation and activities with other clubs, school faculty, put on local television.

   b. Investigate school enrollment figures. Check all subjects and clubs, not just vocational and athletic.

   c. Investigate school staffing patterns, present results to school board, discuss implications.

   d. Help with any school projects.

      - identify and screen materials on sex equity, changing roles, etc.
      - screen and recommend regular acquisitions.
      - find any area where lack of personnel or funding is holding back an activity to expand sex role expectations.

   e. Set up a school speaker's bureau of persons who are:

      - knowledgeable about sex equity.
      - role models - pioneering workers in community.
      - knowledgeable about career and life planning, such as personnel people, social workers, those who have second careers.

   f. Raise money for new materials (media items are often too expensive for school budgets).

   g. Give special "pioneer award" to students who excell in unstereotyped classes or projects.

   h. Give scholarship to pioneering students, perhaps in cooperation with local community college.

RECOMMENDATIONS - COMMUNITY ORGANIZATIONS

i. Sponsor girls' athletic team or event, in or out of school.

j. Form a "booster club" to supplement the girls' school athletic budget, if it is limiting their program.

k. Sponsor programs that will increase boys' exposure to children, such as a "big brother" reading club or tutorial, in or out of school. Urge schools to have high school remedial reading students tutor younger children. Help provide transportation, if necessary.

l. Sponsor "big sisters" camping, career or other clubs to allow girls to be and have role models.

m. Combine k and l in mixed activities, assuring that the sex traditionally dominant in the activity doesn't take over.

n. Read through "Black Book" and identify themes for local workshops or conferences. If community is saturated or unresponsive to general "women's" topics, focus on special concerns.

o. Develop a short presentation on sex equity and community concerns, and offer it to all community groups that need a speaker. These presentations could be "for information only" or seeking participation in projects.

p. Identify single-sex activities in the community and provide comparable activities, or urge them to expand membership (example: camps for delinquent boys).

q. Other, other, other!

IV. PLANNING GUIDES

A. Local education agency team

B. Seminar leader

C. Teacher education institution team

D. State staff

E. Individual teachers and curriculum committees

The Planning Guides for the LEA team, the seminar leader, and the teacher education team are program guides outlining the processes of setting up awareness programs, seminars, curriculum planing, etc.

The Planning Guides for state staff and for individual teachers or curriculum committees are curriculum expansion guides, enabling individuals to examine their own work for opportunities to expand role expectations. These guides could be easily adapted for use by teacher educators and parents, by replacing the list of activities in Objective B with activities appropriate to their professional responsibilities and interaction with students. Time kept us from preparing these adaptations, but we strongly recommend them.

NEW PIONEERS PROGRAM TO
ENHANCE STUDENTS' DEVELOPMENT
THROUGH EXPANDING SEX ROLE PERCEPTIONS

Planning Guide for LEA Team

The function of the Planning Team

1. To develop an overall strategy for your school system which will address existing educational goals and problems by expanding students' role perceptions and expectations.

2. To identify those who will implement it.

3. To give them formal and informal support in their efforts.

What do you need to know before you start?

Don't jump straight into planning. First you need to satisfy yourself that expanding sex roles offers a valid approach to goals already on your school system's priority list. You will also need to be able to distinguish between discrimination and bias, and recognize the impact of unconscious, well-intended behaviors on both sexes, You do not need a detailed understanding of the relationship between sex roles and learning, nor of the opportunities in each curriculum for expanding students' horizons.

Who are you?

Ideally, you are a select group of influential decision-makers, loved and admired by all in your school system! You should represent pivotal curriculum areas, and you may also include individuals who have been chosen for their informal influence or specific skills, rather than a spot on the organization chart. In the unlikely event your team does not fit this discription exactly, the planning guide will give you a chance to consider whom you might like to add.

How should you proceed?

This planning guide will present a series of possible objectives, with questions to help you decide whether each is desirable for your school system. These objectives will let you consider such matters as identifying or creating administrative support for your efforts, as well as long-term activities.

At the end of the planning session you should have a rough draft containing:

- objectives you have decided are important and appropriate for your LEA
- strategies you feel comfortable recommending to those who will make the final decisions
- questions you have identified as needing answers in order to complete your plan, but which you cannot answer today, because you lack authority, or information, or time.

Thus, you should feel that you have identified a general approach to recommend, and that although you do not have all the answers, you have at least identified the questions and thought through what to do to get the answers.

How to use the planning guide

Read all the objectives to get a quick idea of the topics you will consider:

- are there any objectives you wish to omit entirely?
- would they meet your needs better in another sequence?

After you have selected your objectives, write each one at the top of a sheet of paper, and divide the remainder of the page in five columns (unless your workshop leader has provided you with forms):

Objective:

ACTIVITY	WHO RESPONSIBLE	TARGET DATE	DATE DONE	COMMENTS

Now return to your first objective and consider each question in order. Check "yes," "no," or "not sure." If you check "yes," enter appropriate recommendations or activities in your plan, who will be responsoble, and a target date. If "no," move on to the next question. If "not sure," enter how you will find out, or how the decision will be made.

Example:

ACTIVITY	WHO RESPONSIBLE	TARGET DATE	DATE DONE	COMMENTS
Add elementary teacher to team. Ask principals to recommend names.	Team leader	Next Principals' meeting		

Then, as you begin implementing activities, come back and fill in the date done, make any comments about the success of the activity, and any necessary alterations in the remainder of the plan.

A final word

You may be uncertain as to what type of program will be supported by your administration. We recommend that you include all plausible activities. It is hard to know which ones will win approval, and it is easier to cut back a too-ambitious plan than to expand a too-cautious one. Keep in mind that you are writing a set of recommendations based on your best judgement with the information at hand, not a binding contract!

It is more likely to happen if you write it down.

A. OBJECTIVE: To identify and assemble the human resources needed to support your plan.

Do you need the help of others to refine and begin implementing your plan?

Yes______
No ______
Not sure ______

Types of involvement to consider:

- Need formal approval
- Need informal support
- Need to work closely with
- Need as planning team members

People to consider:

- Superintendent, superintendent's secretary
- Principals, principals' secretaries
- Supervisors of curriculum areas, guidance, or special programs
- Staff development coordinator
- Title IX or EEO coordinator
- Teachers (elementary, middle grades, secondary, academic, vocational)
- Counselors
- Students
- Parents
- School Board members
- Community leaders
- Anybody with interest or influence

If yes:

1. Enter names or positions of those whose formal approval you will need, and strategies or activities for obtaining it. If not sure who to contact, enter how you will find out.

Example:

ACTIVITY	WHO RESPONSIBLE	TARGET DATE	DATE DONE	COMMENTS
Superintendent. Informal report on own enthusiasm for workshop, brief outline of main objectives.	Entire Team	Next Tues		
Present written plan when finished.		May 1 (one month from now)		

2. Enter names or positions of those whose informal support can help you. If not sure who, enter how you will find out.

3. Enter names or positions of those you will work closely with, but not add to the actual planning team, or enter how you will identify them.

4. Enter names or positions of those you want to add to your team or how you would decide. Consider: how big do you want it to be? Will it be a small working group or broadly representative?

B. OBJECTIVE: To set a working schedule for your team.

1. Will your team meet again?
If yes, enter who will call the meeting, where and when , or how you will decide.

Yes ____
No ____
Not sure ____

2. Will your team meet regularly?
If yes enter:

Yes ____
No ____
Not sure ____

a) Who will chair the team or how will you decide.

b) How often you will meet.

c) How long you will go on meeting. Until plan is finalized? Some objectives are underway? All objectives are completed? Other?

C. OBJECTIVE: To plug the program to expand sex role perceptions into the existing priorities of your school system.

1. Are there any current priorities in your school system where expanding sex role perceptions or eliminating sex bias might be relevant?

Yes ____
No ____
Not sure ____

Some possible priorities:

- Reading problems?
- Math anxiety?
- Discipline?
- Teenage pregnancy?
- Positive self-image programs?
- Comprehensive educational planning?
- Regional Association accreditation?
- Scope and sequence curriculum planning in any area?
- Textbook selection?
- Community schools?
- Mainstreaming?
- Gifted and talented?
- Other?

2. Are there any opportunities for you to make sure each priority is one that expands sex roles rather than reinforces stereotyping?

Yes ____
No ____
Not sure ____

Some opportunities to consider:

- use the priority to demonstrate the relevance of expanding sex role perceptions and gain the support of key people
- provide guest speakers
- offer in-service to those conducting the program
- have input on materials selection
- help with curriculum or program development to assure expanding sex role perceptions
- other?

If yes, enter each priority and the opportunities that exist for each one, how you will take advantage of them, and whom you need to contact.

D. OBJECTIVE: To decide on immediate and long-range target groups.

Do you need an information and/or in-service program? Consider: who can help students expand their sex role expectations? Who has an effect on kids?

Yes ____
No ____
Not sure ____

For each group below, and any others you may think of, decide

- whether you wish to try to reach this group
- whether they are immediate or long-term priority
- how they can be reached

Possible target groups

- School Board members?
- Administrators? - central office, principals school office, others?
- Teachers? - all teachers? Those who select program voluntarily? Appointed representatives? Do you want to focus especially on any age level? Subject area? Coaches? Staff of special project? Others?
- Teacher Aides?
- Support staff? - clerical, custodial, cafeteria, bus drivers, others?
- Parents?
- Community? - civic clubs, church clubs, community organizations, youth organizations, others?
- Students? - are they an immediate target for you, or will they be reached indirectly through other target groups? If yes, which groups or ages will you target? All? Student Council? Vocational youth clubs? Other clubs? Those in disciplinary or other trouble? Others?

If yes, enter each group you wish to reach, or how you will decide. Put immediate priorities first. Enter any ideas you may have for how they can be reached. Come back and add to your plan as new opportunities occur to you.

Examples:

ACTIVITY	WHO RESPONSIBLE	TARGET DATE	DATE DONE	COMMENTS
All teachers. High priority. Conduct in-service program.	Seminar leader to be selected	Next Fall		
Cafeteria workers? Discuss with Food Service Supervisor to determine priority and opportunity.	Henrietta Jones (member of planning team)	Within next month		

E. OBJECTIVE: To develop an in-service program which will permit all teachers to develop an understanding of the relationship between sex roles and learning so that they can appropriately expand their curriculum, and modify their own and their students' behavior.

1. Do you need to select a person to conduct your in-service program?

Yes ____
No ____
Not sure ____

If yes, list possible names, or the process by which you will select them. If no, enter the name of the person already selected.

2. Does this person need training?

Yes ____
No ____
Not sure ____

If yes, enter how they will obtain training, or how you will decide.

3. Will you involve other resource people in your in-service program?

Yes ____
No ____
Not sure ____

Possibilities: those who have previously attended courses or workshops on sex bias, community resource people, workers in pioneering fields.

If yes, list possible outside resource people and/or method for finding them.

4. How will you insure maximum participation?

Ultimately, the goal should be for every member of the school community to develop an understanding of sex bias in order to identify and use all possible opportunities to expand sex role perceptions in students. How to accomplish this will vary according to several factors.

A philosophical question: Voluntary vs Universal.

Voluntary assures a happy class, but may not reach those most needing the program.

Universal assures reaching everyone, but anything required may cause initial resentment. Our experience was that in LEAs where the program was explained beforehand, and in those where teachers already expected an organized, done-for-them, in-service, the compulsory program was well received. Even in those cases where it was handled insensitively, most teachers evaluated it favorably by the time it was over. One advantage of a universal program is it takes the burden of responsibility off participants. They don't have to explain to anyone why they're taking the seminars. We therefore recommend a universal program which treats participants with as much respect as if it were voluntary.

Some organizational patterns to consider:

- Totally voluntary and individual, repeated if interest warrants and instructor is willing. This was our most common pattern. It works well in a small unit where the participants' enthusiasm attracts interest.
- Program given to volunteers who will "share" their new knowledge with their own schools. This pattern works only with strong administrative support. Otherwise, it simply scatters participants. If no strong follow-up is provided, a purely voluntary program would likely work better, as friends may take it together and form an informal support group.
- Course given voluntarily once, and if well received, made universal for all remaining teachers.
- Course given to entire staff at once. This works well in small school systems of 80 adults or less.
- The ripple effect. Representatives from each school, combined with central office representatives of each subject area, trained as trainers to repeat entire program for all staff in each school, with central office personnel following up with curriculum development. This is the five-star program.

  In large units, some version of this method is the only way to go--one trainer will be a drop on a hot plate.

Enter your recommendations as to how to organize your program, plus how the final decision will be made.

5. Are there any financial resources available for the program?

Yes ____
No ____
Not sure ____

Who can help you find out?

Possible sources: Staff development funds, materials acquisition funds, vocational monies, registration for program, community college, community groups with special interest in schools or in sex roles. Other?

Enter any resources you are presently aware of.

Enter plan for identifying further resources.

F. OBJECTIVE: To aid teachers in expanding their curriculum and teaching practices.

1.a. Will teachers be given an opportunity to translate their understanding of sex bias into their professional activities?

Yes ____
No ____
Not sure ____

b. If yes, does your school have an on-going curriculum planning and development system?

Yes ____
No ____
Not sure ____

if yes, should the program to expand sex role perceptions simply go through the regular channels, should these channels be adapted, or should this be a separate project?

Whether you wish to use or adapt an existing system, or start from scratch, the following questions should help you design your program.

c. Philosophical questions.

What is your LEA's philosophy on involving teachers in curriculum development? The following questions should be taken into account before you begin making organizational plans.

i. If only a few teachers have had in-service, will all teachers be expected to use expanded materials and and activities? Only those interested? Only those who took in-service?

ii. Should the effort be organized or individual?

iii. If organized, should all teachers be involved in curriculum development and expansion, or should selected individuals prepare materials and then present them for teacher use?

d. Possible organizational approaches:

Read through the following possible approaches. Which seem best suited to the needs of your LEA? Would a combination be better? Some other pattern? How would they combine with your regular planning system? Then, enter in your plan the organizational approach which would most effectively give teachers maximum support in expanding their curriculum.

i. Individual.

Each teacher develops an individual plan to be implemented within their own classroom.

Any materials requests or special projects would go through regular channels.

Follow-up: results shared informally in teachers' lounge, regular meetings, etc.

ii. Semi-organized.

Teachers prepare individual plans in a group setting, sharing ideas.

Follow-up: one or more meetings held to share results. Special resource bulletin boards or resource centers established for teacher use.

Lists of tested activities compiled and distributed. Successful lesson plans or teaching modules reproduced for use by other teachers, if desired.

iii. Organized - all teachers involved.

Teachers within each school meet by subject area or department, work through planning guide as a group, perhaps dividing up responsibilities for particular topics or types of teaching activities.

Results of school plans pooled at system-wide meeting, requests for materials agreed on and submitted, special projects organized cooperatively.

Follow-up may be provided in special meetings or as recognized part of regular department and/or faculty meetings.

iv. Organized - special committees

Representative committee for each curriculum area prepares expanded curriculum suggestions, sample lesson plans and activities, then gives teachers in-service on their use.

v. Organized - curriculum specialists.

Curriculum supervisors or planning teams identify specialists within the school system, at regional education centers, at state educationa agency, or at university, to develop and provide curriculum based in-service to teachers.

2. Will you provide support services to teachers in their curriculum expansion?

Yes ____
No ____
Not sure ____

a. If yes, who will provide these services?

Consider:

Planning team members, committee of volunteers with special interest, committee drawn from those who took in-service course, teachers' own curriculum development committees, central office personnel, department chairs within schools, student projects, other?

b. When will these services be provided?

Consider:

- Starting immediately, to lay ground work
- Throughout the program
- After in-service, when curriculum work begins
- A possible combination: general activities at the beginning, zeroing in on specific curricula later.

c. Read through the following list of support services, adding to it if possible. Enter in your plan the services you hope to see provided, who might be responsible, with target dates. You may wish to add an activity showing how the final decisions will will be made as to who will be responsible for what.

(i) Search professional literature (manually or through ERIC system) for relevant articles.

(ii) Identify special publications of model programs, guidelines, sourcebooks.

(iii) Review commercially available materials, order for preview and possible purchase. Involve largest possible number of teachers in previewing, for added in-service and best evaluation. Review:

- New or revised textbooks
- Supplementary or enrichment materials
- All media

(iv) Identify existing local resources.

- Materials: check school libraries or media centers, public libraries, regional education centers, colleges, technical institutes, universities.

- People: specialists in sex roles and learning or "women's studies" in own neighboring school system or higher education, pioneering workers in community, interested community groups.

(v) Identify existing state resources.

- General Assistance Center
- State Equal Education, Sex Equity, or EEO education office
- State agency specialists in each instructional area. (These should be excellent sources of curriculum specific in-service, recommended materials, etc.)

(vi) Provide communications - resource bulletin boards, resource centers, newsletters.

(vii) Adapt planning guides by adding appropriate examples for each instructional area.

(viii) Help coordinate curriculum efforts to avoid the "overkill" effect on students if all different areas cover the same material.

(ix) Other.

G. OBJECTIVE: To encourage student leadership in expanding sex role perceptions.

1. What type of involvement will students have in your program:

a) part of the planning process?

Yes ____
No ____
Not sure ____

b) part of the implementation process?

Yes ____
No ____
Not sure ____

c) recipients of the program through teachers activities?

Yes ____
No ____
Not sure ____

If yes to a or b, continue with this objective. If yes to c only, continue on to Objective H.

2. Involving students in planning process:

a. What type of involvement would be most effective and appropriate?

- member of overall planning team?
- member of curriculum committees?
- own committee?
- through existing student organizations, such as student government, vocational youth clubs, other?

b. What students should be involved in planning?

Consider:

Student leaders? "Ordinary" non-star students? Academics? Vocational? Different ages? Representatives of schools or special interests? Other?

Enter how you want students to help in the planning process, which students will be involved, who will be responsible for involving them.

3. Involving students in implementation process.

What type of involvement would be most effective and appropriate?

Possibilities: Assembly programs, visiting classes with program, dissemination of information through student government or other organizations, debating clubs, civic affairs clubs, vocational youth clubs, other appropriate existing student organizations, career fairs, bulletin boards, poster contests, essay contests, polls or interviews in school or community (perhaps comparing results by age), student publications, student program for community organizations, any on-going student activity, other.

Enter your ideas for students to help implement the program, with person responsible and target date. You may wish to come back and add to this objective as further possibilities arise.

H. OBJECTIVE: To publicize the program in such a way as to give an accurate picture of what it has to offer.

1. Do you need or want to publicize your program?

Yes ____
No ____
Not sure ____

Unless you have a small, already committed, captive audience, this objective will make or break your program. Remember that your major problem will be that many people will have all kinds of misconceptions which mean that they simply don't know why the program's goals are useful, or why they would be interested in taking the inservice seminars. Even if the program is universal or participants are appointed, a good information program beforehand will make all the difference in their receptiveness.

Some possibilities:

- general announcements, memos, bulletin boards, posters
- strong statement from superintendent and principals
- flimstrip and discussion in faculty meeting before beginning program (August workdays, regular monthly seminar meetings, or special assemblies)
- distribute entire course outline, with a sentence or two describing each session
- interview in school paper
- an organized word-of-mouth campaign to convey the enthusiasm of planning team and/or central office

If yes, enter your plan for in-schoool information and publicity about your program.

2. Do you want to extend your publicity beyond the schools?

Yes ____
No ____
Not sure ____

Some possibilities:

- program for PTA
- show filmstrip or make presentation to community or church groups, civic clubs, etc. (This has been our most successful out-of-school activity.)
- newsletter of clubs or bulletins of community colleges
- seek out regular media coverage - TV and radio talk shows, "Family" sections of the paper. Local media often looking for features.
- Other?

All interviews should emphasize:

- the program will identify opportunities to expand horizons for both sexes
- bias is based on unconscious, well-intended behaviors
- problems already of high priority in the community will be addressed
- human interest anecdotes

If yes, enter your plan for community information and publicity.

I. Objective: To evaluate progress and update plans.

Do you plan to evaluate your progress and update your plan?

Yes _____
No _____
Not sure _____

1. Decide on evaluation dates. These will vary according to when in the school year the plan was written. The first evaluation might be in two months, to review short term activities and to see if you are generally on track. The second might be near the end of the first school year, when some major actovities might have been accomplished.

2. Now return to each objective that you have included in your plan and ask yourself:

   > "By each of these target dates, how will I know whether I have met this objective?"

   Enter in your plan the major measurable accomplishments that will define the success of each objective, for each evaluation date.

3. At the time of the first evaluation classify each major measurable accomplishment to be evaluated according to one of the following categories:

   a. Objective completed - no further attention needed. (Even with a successfully completed objective, new circumstances might require renewed activity. For instance, if you find yourself with a new superintendent, you will have to revive "gain support of superintendent.")
   b. Objective on target - continue plan as written.
   c. Objective succeeded - now ready for new strategies and activities building on accomplishments.
   d. Objective not succeeding - new strategies needed.
   e. Objective not succeeding - to be dropped entirely.

4. Recycle

   Any items which fell in categories a and e can now be dropped from your plan.

   Any which you classified b will be retained, and measured at the next evaluation period.

Those which were in c or d should now provide the basis for new strategies and activities, which will also be assessed at the next evaluation period.

Insert any such new activities in the appropriate place in your plan.

5. Are there any special evaluation techniques, not tied to specific objectives, which would aid in your overall assessment?

   Consider surveys of:

   - teacher attitudes (pre and post)
   - student attitudes (pre and post)
   - changing enrollments
   - curriculum changes or additions
   - system-wide materials
   - materials requisitions patterns
   - pioneering employment patterns within school system
   - peoneering employment patterns in graduates
   - other?

   If yes, enter such activities in your plan, and use the results to help make decisions on continued activities.

6. How will you know when to quit?

   Remember your overall goal: the expansion of all students' horizons. Your major objectives toward this end are giving all teachers an understanding of the relationship between sex roles and learning, and the maximum support in expanding their own curriculum.

   Don't get bogged down in details, but do remember that superficial changes don't necessarily bespeak understanding. In the long run, your teachers and students will tell you when the program has made a difference!

PLANNING YOUR WORKSHOP ON EXPANDING SEX ROLES IN EDUCATION

A. Objective: To Assure Necessary Organizational and Moral Support for Your Program on Expanding Sex Roles.

1. Do you need organizational or moral support in order to have a successful program?

   Yes____
   No____
   Not Sure____

   Who should be thanked for sending you? Briefed on the substance of the training? Who must give the OK for the in-service program? What informal support do you need? Who can actually help in setting it up?

   People to consider: Superintendent, Staff Development Coordinator, Title IX Coordinator, Vocational Education Director or Planner, Media Specialist, Superintendent's Secretary, anyone else in Central Office with formal or informal influence.

   If yes, list their names or positions, how, why, when you will contact them.

2. Are there people in your school whose support you will need? To help with the program? Relieve you of other duties? Let you allocate your time as you see fit? Promote the program formally or informally?

   Yes____
   No____
   Not Sure____

   People to consider: Principal, Assistant Principal, Media Specialist, Colleagues, School Secretary, others -

   If yes, enter their names or positions and how, why, and when you will contact them.

3. Are there others in your community whose opinion or support will make a difference? Who are they? How can they help you?

   Yes____
   No____
   Not Sure____

   People to consider: PTA, Church Leaders, Active Parents, Community Leaders.

   If yes, enter their names or positions and how, why and when you will contact them.

B. Objective: To Plug the Program to Expand Sex Role Perceptions into the Existing Priorities of Your School System.

1. Are there any current priorities in your school system where expanding sex role perceptions or eliminating sex bias might be relevant?

Yes____
No____
Not Sure____

Some Possible Priorities: Reading Problems? Math Anxiety? Discipline? Teenage Pregnancy? Positive Self-Image Programs? Comprehensive Educational Planning? Regional Association Accreditation? Scope and Sequence Curriculum Planning in any area? Textbook Selection? Community Schools? Mainstreaming? Gifted and Talented? Other?

If yes, enter each priority.

2. Are there any opportunities for you to make sure each priority is one that expands sex roles rather than reinforces steteotyping?

Yes____
No____
Not Sure____

Some Opportunities to Consider:

-use the priority to demonstrate the relevance of expanding sex role perceptions and gain the support of key people

-provide guest speakers

-offer in-service to those conducting the program

-have input on materials selection

-help with curriculum or program development to assure expanding sex role perceptions

-other?

If yes, enter the opportunities that exist for each priority, how you will take advantage of them, and whom you need to contact.

C. Objective: To Decide on Immediate and Long-Range Target Groups.

Who can help students expand their sex role expectations? Who has an effect on kids?

Considering each group below, and any others you may think of, decide

-whether you wish to try to reach this group

-whether they are immediate or long-term priority

-how long a program would be appropriate

-how can they be reached?

Possible Target Groups

School Board Members?
Administrators? - central office, principals, school office, others?
Teachers? - all teachers? Those who select program voluntarily? Appointed representatives? Do you want to focus especially on any age level? Subject area? Coaches? Staff of special project? Others?
Teacher Aides?
Support Staff? - clerical, custodial, cafeteria, bus drivers, others?
Parents?
Community? - civic clubs, church clubs, community organizations, youth organizations, others?
Students? - are they an immediate target for you, or will they be reached indirectly through other target groups? If yes, which groups or ages will you target? All? Student council? Vocational Youth Clubs? Other clubs? Those in disciplinary or other trouble?
Others?

Enter each group you wish to reach, their priority, how long a program they should have, and any ideas you may have for how they can be reached. Come back and add to your plan as new opportunities occur to you.

Examples: (these examples are someone else's plan--
your decisions may be very different)

Target Group	Priority	How Long	How To Reach Them	Target Date	Date Done
School Board	Immediate	1 hr.	Superintendent will put on agenda of regular meeting	August	
Cafeteria Workers	Long Range	2-4 hrs.	Talk to superintendent	?	
Elementary Teachers	Immediate and Long Range	20 hrs.	Workshop	Fall 1978	

D. Objective: To Decide on Organizational Pattern Which Will Insure Maximum Possible Participation.

Ultimately, the goal should be for every member of the school community to develop an understanding of sex bias in order to identify and use all possible opportunities to expand sex role perceptions in students. How to accomplish this will vary according to several factors.

A philosophical question: Voluntary vs Universal.

Voluntary assures a happy class, but may not reach those most needing the program.

Universal assures reaching everyone, but anything required may cause initial resentment. Our experience was that in LEAs where the program was explained beforehand, and in those where teachers already expected an organized, done-for-them, inservice, the compulsory program was well received. Even in those cases where it was handled insensitively, most teachers evaluated it favorably by the time it was over. One advantage of a universal program is it takes the burden of responsibility off participants. They don't have to explain to anyone why they're taking the seminars. We therefore recommend a universal program which treats participants with as much respect as if it were voluntary.

Some organizational patterns to consider:

- Totally voluntary and individual, repeated if interests warrants and instructor is willing. This was our most common pattern. It works well in a small unit where the participants' enthusiasm attracts interest.
- Program given to volunteers who will "share" their new knowledge with their own schools. This pattern works only with strong administrative support. Otherwise it simply scatters participants. If no strong follow-up is provided, a purely voluntary program would likely work better, as friends may take it together and form an informal support group.
- Course given voluntarily once, and if well received, made universal for all remaining teachers.
- Course given to entire staff at once. This works well in small school systems of 80 adults or less.

- The ripple effect. Representatives from each school, combined with central office representatives of each subject area, trained as trainers to repeat entire program for all staff in each school, with central office personnel following up with curriculum development.

  In large units, some version of this method is the only way to go--one trainer will be a drop on a hot plate.

Enter your recommendations as to how to organize your program, plus how the final decision will be made.

E. Objective: To Publicize The Program In Such A Way As To Give An Accurate Picture Of What It Has To Offer.

1. Do you need or want to publicize your program?

Yes ____
No ____
Not Sure ____

Unless you have a small, already committed, captive audience, this objective will make or break your program. Remember that your major problem will be that many people will have all kinds of misconceptions which mean that they simply don't know why they would be interested. Even if the program is universal or participants are appointed, a good information program beforehand will make all the difference in their receptiveness.

Some possibilities:

- general announcements, memos, bulletin boards, posters
- strong statement from superintendent and principals
- filmstrip and discussion in faculty meeting before beginning program (August workdays, regular monthly meetings, or special assemblies)
- distribute entire course outline, with a sentence or two describing each session
- interview in school paper
- an organized word-of-mouth campaign to convey your own enthusiasm

If yes, enter your plan for in-school information and publicity about your program.

2. Do you want to extend your publicity beyond the schools?

Yes ____
No ____
Not Sure ____

Some possibilities:

- program for PTA
- show filmstrip or make presentation to community or church groups, civic clubs, etc. (this has been our most successful out-of-school activity)

- newsletters of clubs or bulletins of community colleges
- seek out regular media coverage - TV and radio talk shows, "Family" sections of the paper. Local media are often looking for features, and the fact that you attended the training conference is news.
- Other?

All interviews should emphasize:

- the program will identify opportunities to expand horizons for both sexes
- bias is based on unconscious, well-intended behaviors
- problems already of high priority in the community will be addressed
- human interest anecdotes

If yes, enter your plan for community information and publicity.

F. Objective: To Prepare Yourself Fully For Conducting The Program.

1. Do you plan to study the training materials further? If so, when? How?

Yes ____
No ____
Not Sure ____

If yes, describe your study plan, with dates.

2. Do you plan any additional study?

Yes ____
No ____
Not Sure ____

Do you know now what else you want to study?

Yes ____
No ____
Not Sure ____

How will you find out or decide?

(Note: Although wider study is always recommended, the program is designed to be self-contained, and has been successfully conducted with no additional sources.)

If yes, describe your study plan, with dates.

3. Do you plan to add or delete topics, or otherwise change the program?

Yes ____
No ____
Not Sure ____

If yes, briefly describe changes. If not sure, enter how you will decide.

G. Objective: To Identify Resources - People, Materials And Money.

1. a) Are there any people in your LEA who can act as resources?

Yes ____
No ____
Not Sure ____

People to consider: Colleagues already knowledgeable about sex roles, university or community college "women's studies" programs, local Commission on Status of Women, YWCA, NOW, other interested community groups, parents, pioneering workers or students.

If yes, enter their names and function, how they could contribute, how and by whom they will be contacted.

If not sure, enter how you will find out.

b) If local sources are inadequate, will you search further?

Yes ____
No ____
Not Sure ____

If yes, enter how.

2. a) Are there any relevant materials in your school libraries? Public libraries? Regional centers? College or university libraries? Do colleagues have personal collections they would share?

Yes ____
No ____
Not Sure ____

Some uses to consider: circulating resource center, displays, short items reproduced as handouts, distribution of printed resource list. Is there any person or organization that would do this for you?

If yes, enter resources, how you will use them, and who will be responsible for the activity.

If not sure, enter how you will find out.

b) If local sources are inadequate, will you identify materials to purchase or rent?

Yes ____
No ____
Not Sure ____

If yes, enter how you will identify them.

3. a) Are there any financial resources available for your program?

Yes ____
No ____
Not Sure ____

Who can help you find out?

Possible sources: Staff development funds, materials acquisition funds, vocational monies, registration fee for program, community college, community groups with special interest in schools or in sex roles, rich aunt . . .

Enter any resources you are presently aware of.

Enter plan for identifying further resources.

b) Will you be paid a salary, if your program is held outside your regular hours?

Yes ____
No ____
Not Sure ____

Based on this information, prepare a budget, with items listed in priority order. (Note: You should prepare a budget so that you know what you want, even if you don't get it. However, school finances are sometimes arcane, and many successful programs have operated on "go ahead and get what you need and we'll try to take care of you." Your own tolerance for uncertainty is your only guide in these waters!)

Items to consider: Your salary, purchase or rental of materials, honoraria for speakers, printing, refreshments.

Enter how you will go about preparing budget and getting it approved.

Enter budget, now or when resources and needs are identified.

H. Objective: To Make Logistical Preparation For The Program.

Do you need to make logistical decisions and preparations?

Yes _____
No _____
Not Sure _____

If these have been made for you, enter the decisions in your plan.

If not, enter your recommendations and how the final decision will be made on each of the following:

1. When in the school year will the program take place? Who will help you decide?

   Consider the advantages of starting early, while your training is fresh, and teachers have the whole year ahead, vs other school priorities, more time to arouse interest, etc.

2. When will you hold your seminars? Some possibilities:

   - during school day, if release time is available
   - during teacher workdays before school starts or throughout the year (consider how teachers expect to use this time, before picking this alternative)
   - after school
   - evenings
   - weekend retreats

   Consider advantage of intensity, as in a retreat, vs percolation time, giving participants a chance to mull things over slowly, and to notice things in their families and classrooms which they may not have noticed before.

3. How long should it be?

   We strongly recommend at least 20 hours. Some have chosen 10 hours, fearing no one would sign up for 20, but most were frustrated by the short time, saying that the group was just beginning to jell when they stopped. No one who had 20 hours complained of losing interest. Some had 20 plus 10 hours of independent study. We had good reports on sessions that were 2 hours each. One hour allowed too little discussion time, 3 hours sometimes sagged.

4. How big should the class be?

In North Carolina, classes have ranged from 10 to 76. Small classes are more intimate and may be more comfortable for the instructor.

Large groups reach more people and provide for more diverse opinions.

The advantages of both may be combined by presenting a lecture for one hour, and breaking into small discussion for an hour.

5. Where will you hold your sessions?

- How big a room do you need? What type of room? (Remember--the more creature comforts the better.)
- How big is your county? Would a central location be best, or will you need to repeat the program in several places?

Some possibilities: classroom, central office, community college.

I. Objective: To Provide Follow-Up Support To Participants.

Will you provide follow-up support to participants?

Yes ______
No ______
Not Sure ______

Some alternatives:

-calls or visits to their administrators to help explain program, support their efforts

-buddy system or small support groups of the participants themselves

-visits to their school or classroom

-follow-up questionnaire based on their plans

-news bulletins sharing opportunities identified, strategies used, new materials, etc.

-reunion meeting (once or regularly)

-identify individuals in the Central Office, or other resource people, who can help provide support

-identify individuals in the group who could help supply support

-don't forget to ask participants what kinds of support and activities they'd like!

Enter your present plans for follow-up support and how you will adapt these plans to meet your participants' needs.

J. Objective: To Evaluate What You Have Accomplished!

1. What will be different, because you took part in this program?

   Look back at each objective and ask yourself: How will I know if I met this objective or not? Set your own yardstick for success, and enter your pipe dreams in your plan, secure in the knowledge that one year from now you may have had successes you would not have dared hope for, and frustrations that have sent you to the dentist for grinding your teeth. You may have worked miracles, you may have simply laid some groundwork, and expanded your own students' horizon. But, one way or another, something will be different!

2. Then, in the future, as you carry out each evaluation, ask yourself also: "What do I want to do with this information?" Can I use it to correct a problem? Expand the program? Perhaps pass on my experience to other trainers, or even write an article?

K. Objective: To Decide What To Do Next!

Well, here you are! Did you survive?! Are you, or your successor, planning to continue the program?	Yes ______ No ______ Not Sure ______

If yes:

Depending on the scope of your previous efforts, you may now be considering a simple continuation, an expansion, or you may have completed all possible in-service and be ready to focus entirely on curriculum planning and classroom activities.

The objectives in this plan, along with those in the Teacher's and Curriculum Planner's guide following, can be adapted and recycled indefinitely. As you map strategies for the future, consider the following:

Are there influential people whose support you could now gain, based on the first year's program? Are there new priorities in your school system to concentrate on? Are there new target groups to focus on?

Have those who have developed an understanding of sex bias, based on your program, taken the crucial next step of identifying and using opportunities to expand sex role expectations for their students, within the context of their daily work?

Has this expertise been built into the permanent curriculum or program planning mechanisms of your school system?

Most important: are you seeing any difference in the students?

Finally: the day may come when you have worked yourself out of a job: when teachers regularly expand all students' horizons, so that each can be most whoever they were born to be. Congratulations!

In your evaluation form, write an overall summary of how you feel about the program, generally what you think it accomplished, and whether it should continue.

A. Objective: To Assure Necessary Organizational and Moral Support for Your Program on Expanding Sex Roles.

Name	Position	Type of Support	How Contacted, By Whom	Target Date	Date Done
Central Office:					
School:					
Community:					

B. Objective: To Plug the Program to Expand Sex Role Perceptions into the Existing Priorities of Your School System.

	Target Date	Date Done
Priority: #1		
Opportunities:		
Contact People:		
Priority: #2		
Opportunities:		
Contact People:		
Priority: #3		
Opportunities:		
Contact People:		
Priority: #4		
Opportunities:		
Contact People:		
Priority: #5		
Opportunities:		
Contact People:		

Use additional paper for other priorities.

C. Objective: To Decide on Immediate and Long-Range Target Groups.

Target Group	Priority	How Long	How to Reach Them	Target Date	Date Done

D. Objective: To Decide on Organizational Pattern Which Will Insure Maximum Possible Participation.

Recommended Organizational Pattern(s):	Target Date	Date Done
How Final Decision Will Be Made:		

Seminar Leader's Planning Guide, p. 231

E. Objective: To Publicize The Program In Such A Way As To Give An Accurate Picture Of What It Has To Offer.

Plan for in-school information and publicity.	Who Responsible	Target Date	Date Done
Plan for community information and publicity.			

F. Objective: To Prepare Yourself Fully For Conducting The Program.

	Target Date	Date Done
Plan to study training materials		
Plan for further study		
Proposed changes or plan to decide on changes		

G. Objective: To Identify Resources - People, Materials And Money.

1. Resource People

Name	Function	How Could Contribute	How and By Whom Contacted	Target Date	Date Done
Plan for identifying further resource people.					

G. Objective: To Identify Resources - People, Materials And Money.

2. Resource Materials

Materials Or Source	How To Be Used	Who Responsible	Target Date	Date Done
Plan for identifying further materials.				

G. Objective: To Identify Resources - People, Materials And Money.

3. Financial Resources	Who Responsible	Target Date	Date Done
Plan for identifying resources.			
Funding sources:	Amount		
Plan for preparing budget and getting it approved.	Who Responsible		
Budget (use separate sheet, if necessary) Item	Cost		

H. Objective: To Make Logistical Preparation For The Program.

	Your Recommendation	How Decision Will Be Made	Final Decision	Target Date	Date Done
Dates:					
Time:					
Hours:					
Optimum Size:					
Place:					
Other:					

I. Objective: To Provide Follow-Up Support To Participants.

Planning activities:	Who Responsible	Target Date	Date Done
Follow-up activities:			

J. Objective: To Evaluate What You Have Accomplished!

Target Date	Date Done

A) How will I know if I assured necessary organizational and moral support for my program on expanding sex roles?

Evaluation activity:

How will I use this information?

B) How will I know if I plugged the program to expand sex role perceptions into the existing priorities of my school system?

Evaluation activity:

How will I use this information?

C) How will I know if I decided on immediate and long-range target groups?

Evaluation activity:

Target Date	Date Done

How will I use this information?

D) How will I know if I decided on an organizational pattern which will insure maximum possible participation?

Evaluation activity:

How will I use this information?

E) How will I know if I publicized the program in such a way as to give an accurate picture of what it has to offer?

Evaluation activity:

How will I use this information?

F) How will I know if I prepared myself fully for conducting the program?

Evaluation activity:

How will I use this information?

Target Date	Date Done

G) How will I know if I identified resources - people, materials and money?

Evaluation activity:

How will I use this information?

H) How will I know if I made logistical preparation for the program?

Evaluation activity:

How will I use this information?

I) How will I know if I provided follow-up support to participants?

Evaluation activity:

How will I use this information?

K. Objective: To Decide What To Do Next!

Summary:
How do I feel now about the overall program? What did it accomplish? Was it worth the effort? Should it continue?

PLANNING GUIDE FOR TEACHER EDUCATORS

STATE DEPARTMENT OF PUBLIC INSTRUCTION
Division of Equal Education
Raleigh, North Carolina

N

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This Planning Guide was developed under a contract from the Women's Educational Equity Act, U. S. Office of Education. The content does not necessarily represent position or policy of the Office of Education.

NAME OF COLLEGE OR UNIVERSITY:

____

ADDRESS:

____

TELEPHONE:

____

PARTICIPANTS' NAMES AND POSITIONS:

______________________________ ______________

______________________________ ______________

______________________________ ______________

DEAN OR CHAIR OF YOUR SCHOOL OR DEPARTMENT OF EDUCATION:

____

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North Carolina State University, Raleigh, N. C.
Shaw University, Raleigh, N. C.
University of N. C. at Chapel Hill, N. C.

Purpose

This guide is designed to help teacher education faculty and administrators formulate a workable plan to address the problem of sex bias.

This plan will help to facilitate efforts in helping prospective teachers recognize and overcome barriers to providing sex equity in public education.

The planning process is laid out in terms of exercises, questions and action steps relating to each objective. Objectives are:

Objective #1: To establish planning team and gain support

Objective #2: To identify possible resources

Objective #3: To provide awareness for education faculty and administrators in department or school through an in-service program

Objective #4: To examine and reassess college and university curricula for sexism

Objective #5: To help prospective teachers become aware of sex bias and non-sexist teaching strategies

Objective #6: To encourage planning by college and university students through clubs, forums and meetings

Objective #7: To coordinate sex bias plan with other ongoing planning efforts

Objective #8: To provide overall evaluation and follow-up

After working through all exercises and action steps, you should be ready to negotiate and/or implement your plan of action for enhancing sex equity in public education.

Objective #1: **TO ESTABLISH PLANNING TEAM AND GAIN SUPPORT**

1. Enter names or positions of persons from your school or department with whom you wish to work and with whom you need to work in order to negotiate your plan of action (administrators, curriculum and materials development representatives, psychology department staff, student teaching coordinators).

2. Who must approve any recommendations or decisions you will make?

Name	Position

3. What mechanisms exist by which you can communicate with your administration/faculty to negotiate your plan and create an awareness of sex bias? (Please list).

Possibilities: departmental meetings, seminars, divisional meetings, regular faculty meetings, special programs, professional organizations, etc.

4. What restraints do you see relative to implementing any plan which you may develop at this conference?

e.g., -funding
-curriculum requirements
-approvals
-others

a) ______________________________

b) ______________________________

c) ______________________________

5. How will you deal with these restraints?

6. Will your planning team meet on a regular basis?

_____ YES _____ NO _____ NOT SURE

7. If yes, how often would you meet?

8. Who would call these meetings? ______________________

BASED ON YOUR ANSWERS IN THE ABOVE EXERCISE, ENTER ACTION STEPS TO ACCOMPLISH OBJECTIVE #1, INCLUDING TARGET DATES.

ACTION STEPS	TARGET DATES	EVALUATION

OBJECTIVE #2: TO IDENTIFY POSSIBLE RESOURCES

1. What persons on campus are you aware of who are available to be used as resources?

   e.g.,
   - -faculty from women studies program
   - -psychology department faculty
   - -persons involved in the issue of sex bias
   - -others

2. Will you need outside help from any of the following? (Please check).

	YES	NO	NOT SURE
a. Division of Human Relations, State Department of Public Instruction, Raleigh, N. C. and District Coordinators in Regional Centers (Provides: consultant services, in-service training and planning in communication skills, discipline alternatives, self concept, interpersonal relationships, etc.) Ph# 733-4207			
b. Division of Equal Education, State Department of Public Instruction, Raleigh, N. C. (Provides: consultant services, workshops, presentations, handouts, bibliographies, filmstrip, training and planning relative to sex bias) Ph# 733-3551			
c. General Assistance Center, East Carolina Univ. Barbara Ragland, Title IX Technical Assistance Ph# 757-6704			
d. Subject area state department consultants aware of the effects of sex bias (Language Arts, Social Studies, Math, Reading, Early Childhood, Middle Grades, etc. -- offers special workshops on sex bias relative to subject area			

3. Could you make use of any efforts already taking place on your campus? (Resource persons, materials, etc.)

________ YES ________ NO ________ NOT SURE

4. If you could not answer all of the above, list below action steps which you feel are necessary for accomplishing this objective.

ACTION STEPS	TARGET DATES	EVALUATION

OBJECTIVE #3: TO PROVIDE AWARENESS FOR EDUCATION FACULTY AND ADMINISTRATORS IN DEPARTMENT OR SCHOOL THROUGH AN IN-SERVICE/PROFESSIONAL DEVELOPMENT PROGRAM

1. Is there an ongoing sex bias awareness program for faculty and administrators?

   ____YES ____NO ____NOT SURE

2. Can you organize special in-service sex bias awareness program for faculty and administrators?

   ____YES ____NO ____NOT SURE

3. If yes or not sure, consider the following: (Please check)

	Feasible	Not Feasible
a. an in-service 15-20 contact hour course on sex bias		
b. a half day workshop on sex bias		
c. a series of three to four workshops for School or Department of Education (consider rotating faculty members to offer workshops)		
d. presentation and/or discussion at general faculty meetings		
e. discussion at departmental meetings		
f. faculty seminar (speakers, films, filmstrips)		
g. post notice that self instructional materials (films, filmstrips, bibliographies) are at your library or curriculum materials center		
h. others		

4. If "a" under #3 is considered, answer parts a, b, c, d, and e.

a) Would Division of Equal Education need to offer week-long training institute as provided for training public school teachers and administrators or would you create your own? (Check one)

______Division of Equal Education Training Institute

______Create own course

b) Who might be trained from your institution?

____

c) Which of the following arrangements would be most suitable for your institution if course is offered?

(Please check)

	YES	NO
1. the "ripple effect" in which a person is trained who offers course to others in school or department		
2. selected individuals are trained who may share information with others		
3. course is totally voluntary and repeated each semester/year if there is sufficient interest		
4. course is offered to members of your planning team only		
5. course is offered to curriculum planners		
6. others		

d) Would you suggest that sex bias course be offered to education faculty on a required or voluntary basis?

____

e) If course is voluntary, how will you publicize it? (survey public interest, memos, statement from dean or chair, postings, filmstrip, course outline)

5. Refer back to alternatives you think feasible and list on the following page, action steps, target dates and evaluation procedures most suitable for your institution.

Action Steps	Target Dates	How Will You Evaluate?	When Will You Evaluate?

OBJECTIVE #4: TO EXAMINE AND REASSESS COLLEGE AND UNIVERSITY CURRICULA FOR SEXISM

1. Where in the curricula could you focus on sex bias awareness?

   Consider: Child Psychology, Learning Theory, Children's Literature, Educational Psychology, Methods and Materials, Orientation to Student Teaching, Social Psychology, Adolescent Psychology Human Relations and Personal Development, P.E. for Elementary School Children, Foundations: (Sociology of Ed., History of Ed., Philosophy of Ed.)

2. Who is already available and informed enough about sex bias to help with this objective?

   ______________________ ______________________

   ______________________ ______________________

3. What is the process for changing curricula in your school/department? (please explain)

4. Should a member of your sex bias planning team be on other school committees such as curriculum committee, teacher education committee, etc.? ____YES ____NO ____NOT SURE

5. Could your school or department
   a) incorporate sex bias elimination into the regular curriculum planning mechanism?

      ____YES ____NO ____NOT SURE

   OR

   b) form a special committee to decide how sex bias should be addressed in education courses?

      ____YES ____NO ____NOT SURE

6. Is there a place to add a course on sex bias in education as either a requirement or an elective?

   ____YES ____NO ____NOT SURE

ENTER BELOW PLAN OF ACTION TO ACCOMPLISH THIS OBJECTIVE

Action Steps	Target Dates	How Will You Evaluate?	When Will You Evaluate?

OBJECTIVE #5: TO HELP PROSPECTIVE TEACHERS BECOME AWARE OF SEX BIAS AND NON-SEXIST TEACHING STRATEGIES

What kinds of experiences can be provided in education courses for future teachers to:

1) make them aware of their own sex biases

2) make them aware of biases in their students

3) make them aware of strategies for overcoming sex bias in the classroom

Consider the following ways to awaken awareness in students:

a. special workshops for prospective teachers (lectures, discussions, research, role playing)

b. include several lectures or topics relating to sex bias as part of the regular methods course

c. be a good role model (non-sexist teacher)

d. introduce prospective teachers to non-sexist ways of teaching in orientation to student teaching

e. make available resources for additional materials on sex bias

f. evaluate student teachers with regard to non-sexist teaching practices during student teaching

g. others

ENTER WAYS OF ACCOMPLISHING OBJECTIVE #5

Action Steps	Target Dates	How Will You Evaluate?	When Will You Evaluate?

OBJECTIVE #6: TO ENCOURAGE PLANNING BY COLLEGE AND UNIVERSITY STUDENTS THROUGH CLUBS, FORUMS AND MEETINGS

Possibilities: Student NEA, Religious Organizations Student Guidance and Personnel Association, Dormitory Councils, Student Councils, School or Department Councils

- Filmstrips and films
- Discussion groups
- Special day-long programs

OUTLINE BELOW STEPS TO INVOLVE STUDENTS THROUGH EXTRA-CURRICULAR ACTIVITIES

Action Steps	Target Dates	How Will You Evaluate?	When Will You Evaluate

OBJECTIVE #7: TO COORDINATE SEX BIAS PLAN WITH OTHER ONGOING PLANNING EFFORTS

1. Is your institution currently involved in other planning activities?

   e.g., -Southern Association
   -Self Study
   -Accreditation Committee
   -Stedman Review and Evaluation of Teacher Education Programs
   -Others

2. Do you wish to combine sex bias planning with other ongoing planning action?

   _____YES _____NO

IF YOU CHOOSE THIS GOAL, ENTER HOW SEX BIAS AWARENESS PLANS CAN BE INCORPORATED INTO OTHER PLANNING EFFORTS

Action Steps	Target Dates	How Will You Evaluate?	When Will You Evaluate?

OBJECTIVE #8: TO PROVIDE OVERALL EVALUATION AND FOLLOW-UP

1. How might you determine overall evaluation?
   (follow-up questionnaire, committee meetings, student feedback)

2. How will you know when you have met overall objective of enhancing sex equity in public education?

3. Will you need follow-up by the Division of Equal Education?

   ____YES ____NO ____NOT SURE

4. If yes, what follow-up activities would you suggest?
   Please list below.

FINAL STEP

Review all objectives and action steps and think about how each fits into your comprehensive plan. Consider adding action steps which you may have failed to consider.

Reassess overall timetable to insure that there are no conflicts in projected dates and activities.

NEW PIONEERS PROGRAM TO
ENHANCE STUDENTS' DEVELOPMENT
THROUGH EXPANDING SEX ROLE PERCEPTIONS

Planning Guide for State Staff

This planning guide is designed to help you apply your general understanding of sex bias to your own work. The three objectives provide:

A. An analysis of the developmental areas which may be limited or over-emphasized for either sex.

B. A systematic list of all possible opportunities in your field of work, which will establish a foundation for:

C. Your own action plan.

How long does it take? Minimum times are indicated with each objective. However, individuals may wish to spend more time on their own action plan. Further, it is unlikely that anyone can answer all questions off the top of their head, so you should be prepared to mull it over and add to your lists of opportunities and your individual plan over the coming weeks. If you are working in committees or as a staff, and are doing a thorough-going examination of your entire curriculum, considerably more time may well be appropriate for both objectives B and C.

Before beginning, read over the entire planning guide, so that you understand the relationship between the three objectives. Then, review the substance of this program in your own mind. Remember that your goal is much more than girls in carpentry or boys in modern dance. You are looking for ways to help all students expand and strengthen their understanding of what it means to be female and mail. Is there anywhere in your work where you can appropriately help them understand:

- problems grounded in sex roles
- the nature of sex identity
- changing family roles
- changing work options
- pressures on men
- male-female communication problems
- the problem of the double standard, sex and money, sex and violence
- problems and opportunities of working together as equals
- the impact of adults' unconscious behaviors
- the impact of their own unconscious behavior
- and so on

A. Objective: To identify developmental areas which may be limited or
(15 mins) over-emphasized for either sex.

Suggested format: Divide a chalkboard, flip chart, or your paper into three columns:

Developmental Area	Limited for either sex	Over-emphasized for either sex

1. Sex bias may limit a students' development in several areas:

Intellectual
Emotional
Physical
Perception of the World
Interpersonal
Societal
Sexual
Vocational
Other?

In the left-hand column, list each developmental area, plus any others you can think of. Leave several spaces after each area.

2. Brainstorm ways either sex is limited in each area. List these in Column II.

If possible, choose examples from your own work. If you cannot find examples in some developmental areas from your own work, you need not limit yourself for this "overview" question.

Example:

Emotional Development	Limited	Over-emphasized
	Girls - ability to express anger	
	Boys - ability to express sadness	

3. Brainstorm ways the area may be over-emphasized for either sex. List these in Column III.

Example:

Emotional Development	Limited	Over-emphasized
		Boys - Competitiveness
		Girls - Obedience

B. Objective: To identify all possible opportunities in your work for
(One hour) expanding girls' and boys' development, by expanding sex role perceptions.

1. Look back at the list of developmental areas discussed in Objective A. Which are relevant to your work? Write each developmental area relevant to your work on top of a separate sheet of paper. Some people may choose all areas, others just a few, depending on the nature of their work.

2. On each sheet, brainstorm all possible opportunities in your work to expand students' growth for this developmental area. Don't worry about repetition - this should be a total, systematic pie-in-the-sky list which will demonstrate the wide variety of possibilities inherent in your work, and give you an idea list when unexpected opportunities arise.

   Example. If you have decided to focus on how sex roles limit students' emotional development, for each item on this list ask yourself: "Could (agency priorities, etc.) be used to expand students' emotional development? How?" If yes, write down some ideas. If no, go on to the next item.

   Consider:

   Agency priorities
   Division priorities
   Divisional statewide planning
   Materials preparation:
      -competencies
      -curriculum guides
      -source books
      -media and visual aids
      -newsletters
      -handouts
   Materials review:
      -professional library
      -materials evaluation
      -general and specialized bibliographies
   Textbook selection criteria
   Conferences
   Workshops
   Demonstration centers
   Demonstration classes
   Correspondence, phone calls, office visits
   Local planning:
      -on-site visits (use checklist of opportunities?)
      -system-wide
      -school
      -classroom

   Work with teachers:
      -curriculum
      -materials preparation
      -materials selection and use
      -classroom management
      -unconscious teacher behavior
      -child, transescent, adolescent development

(Continued on next page)

Work with teacher educators:
- pre-service training
- in-service training
- curriculum development

Work with student organizations

Work with:
- other consultants
- regional center staff
- local administrators
- local supervisors
- resource teachers
- parents - PTA, other community groups
- advisory groups
- professional associations
- school boards

C. Objective: To write your own plan of action.
(30 mins)
Look over your sheets. Choose the developmental areas most important to you. For each one, develop an objective.

Example: To expand students' emotional development.

Suggested format: Put each objective at the top of a page. then divide the remainder of the sheet into 5 columns.

Objective

Activity	Who Responsible	Target Date	Date Done	Comments

Now list actual activities that you could carry out, in order of importance and ease of accomplishment, which would take advantage of the opportunities in your regular work to meet this objective.

Begin with activities that you can do immediately, with materials on hand. More long term activities would include literature searches, exchanging successes and failures with fellow teachers, or other strategies to help you keep growing in this field. After each activity, fill in who will be responsible and a target date. As you work on each activity in the coming weeks, come back and fill in the actual date of accomplishment, with comments on the success of the activity.

NEW PIONEERS PROGRAM TO
ENHANCE STUDENTS' DEVELOPMENT
THROUGH EXPANDING SEX ROLE PERCEPTIONS

Planning Guide for Individual
Teachers or Curriculum Committees

This planning guide is designed to help you apply your general understanding of sex bias to your own work. The three objectives provide:

A. An analysis of the developmental areas which may be limited or over-emphasized for either sex

B. A systematic list of all possible opportunities in your field of work, which will establish a foundation for:

C. Your own action plan.

How long does it take? Minimum times are indicated with each objective. However, individual teachers may wish to spend more time on their own action plan, perhaps as a homework assignment. Further, it is unlikely that anyone can answer all questions off the top of their head, so you should be prepared to mull it over and add to your lists of opportunities and your individual plan over the coming weeks. If you are working in curriculum committees, and are doing a thorough-going examination of your entire curriculum, considerably more time may well be appropriate for both objectives B and C.

Before beginning, read over the entire planning guide, so that you understand the relationship between the three objectives. Then, review the substance of this program in your own mind. Remember that your goal is much more than girls in carpentry or boys in modern dance. You are looking for ways to help all students expand and strengthen their understanding of what it means to be female and male. Is there anywhere in your work where you can appropriately help them understand:

- problems grounded in sex roles
- the nature of sex identity
- changing family roles
- changing work options
- pressure on men
- male-female communication problems
- the problem of the double standard, sex and money, sex and violence
- problems and opportunities of working together as equals
- the impact of adults' unconscious behavior
- the impact of their own unconscious behavior
- and so on...

A. Objective: To identify developmental areas which may be limited or
(15 mins) over-emphasized for either sex .

Suggested format: Divide a chalkboard, flip chart, or your paper into three columns:

Developmental Area	Limited for either sex	Over-emphasized for either sex

1. Sex bias may limit a student's development in several areas:

Intellectual
Emotional
Physical
Perception of the World
Interpersonal
Societal
Sexual
Vocational
Other?

In the left-hand column, list each developmental area, plus any others you can think of. Leave several spaces after each area.

2. Brainstorm ways either sex is limited in each area. List these in Column II.

If possible, choose examples from your own work. If you cannot find examples in some developmental areas from your own work, you need not limit yourself for this "overview" question.

Example:

Emotional Development	Limited	Over-emphasized
	Girls - ability to express anger Boys - ability to express sadness	

3. Brainstorm ways the area may be over-emphasized for either sex. List these in Column III.

Example:

Emotional Development	Limited	Over-emphasized
		Boys - Competitiveness Girls - Obedience

B. Objective: To identify all possible opportunities in your work for
(One hour) expanding girls' and boys' development, by expanding sex role perceptions.

1. Look back at the list of developmental areas discussed in Objective A. Which are relevant to your work? Write each developmental area relevant to your work on top of a separate sheet of paper. Some people may choose all areas, others just a few, depending on the nature of their work.

2. On each sheet, brainstorm all possible opportunities in your work to expand students' growth for this developmental area. Don't worry about repetition - this should be a total, systematic pie-in-the-sky list which will demonstrate the wide variety of possibilities inherent in your work, and give you an idea list when unexpected opportunities arise.

Example: If you have decided to focus on how sex roles limit students' emotional development, for each item on this list ask yourself: "Could (agency priorities, etc.) be used to expand students' emotional development? How?" If yes, write down some ideas. If no, go on to the next item.

Consider:

School priorities
Subject matter
Skills taught
Classroom activities
Class projects
Class discussions
Assigned readings
Written composition
Speaking skills and activities
Interpersonal or human relations skill building
Field trips
Bulletin boards
Materials:
    -print and media
    -commercial, teacher made, student made
    -are they stereotyped?
        expanded?
        neutral?
In-service opportunities for yourself
Experience or expertise of fellow teachers
Resources at:
    -central office
    -regional center
    -community college or university
    -state department of education
Teacher's unconscious behavior
Students' unconscious behavior
Other?

C. Objective: To write your own plan of action.
(30 mins)
Look over your sheets. Choose the developmental areas most important to you. For each one, develop an objective.

Example: To expand students' emotional development

Suggested format: Put each objective at the top of a page. Then divide the remainder of the sheet into 5 columns

Objective

Activity	Who Responsible	Target Date	Date Done	Comments

Now list actual activities that you could carry out, in order of importance and ease of accomplishment, which would take advantage of the opportunities in your regular work to meet this objective.

Begin with activities that you can do immediately, with materials on hand. More long term activities would include literature searches, exchanging successes and failures with fellow teachers, or other strategies to help you keep growing in this field. After each activity, fill in who will be responsible and a target date. As you work on each activity in the coming weeks, come back and fill in the actual date of accomplishment, with comments on the success of the activity.

V. APPENDICES

268

APPENDIX A

Unconscious Well-Intended Behaviors Exercise: *(45 minutes)*

Directions: Divide the audience into small groups of four to eight people for competitive brainstorming, to be followed by discussion. Participants may be divided into subject area groups, age level groups, by school or randomly. Have each group compete for the longest possible list of *__unconscious, well-intended__*, *behaviors which could tend to reinforce a stereotype. It is important to emphasize that the behaviors are well-intended, not an act of discrimination such as deliberately barring one sex from an activity. Even so, groups will likely include conscious or even hostile discriminations in their list. If this happens, accept all answers, but try to point out the difference. Groups should consider all adults that interact with students, including teachers, administrators, cafeteria workers, custodial staff, secretaries, and parents. Give one or two examples before beginning the exercise, such as:*

1. Different compliments: girls on appearance, boys on achievement.
2. Different errands: sending a boy to borrow a hammer and a girl to borrow a needle.

Let groups compete for producing the longest possible list of items, the more specific and "trivial" the better. Stress quantity rather than quality, within a strictly timed seven minute period. Introducing competition can be fun, but more importantly it is the best way we have found to keep a group from stopping for a long discussion of the second item mentioned. When the seven minutes are up, have each group call out its total, award the standing ovation with enthusiasm, then go around the room letting groups share one item at a time.

The moderator can comment on the implications of an item, let the group discuss it or simply accept it and go on to another, as some stereotypes are obvious while others need discussion to see why they matter. It is very important as you moderate the discussion that you be completely accepting of every contribution, even when hostile. Nod a lot! You are not nodding in approval, but in agreement, "Yes, we do feel this way/do these things, don't we?" It's particularly important to avoid any unconscious expressions of disgust, eye-rolling, or any other message that you feel hostile to people who are biased. Everybody's biased. The object of this exercise is to allow people a sense of "Look what I found!" instead of guilt, when they identify their own biased behavior.

Every time we use this exercise someone mentions something new, so we cannot predict what you will get, but some sample items and comments are included below.

Comments on example #1--Compliments: Complimenting girls solely on how they look and boys on what they do may give the message that girls' activities and accomplishments are not noteworthy. At the same time, everyone likes a compliment -- boys, too!

Comments on example #2--Errands: Sending students to borrow different items may imply only one sex would use the item, or expose a student to unnecessary ridicule if they are asked to go for the "wrong" thing.

The teacher in the opening session who sent girls to the office with messages in fair weather and boys in the rain is saying two things. Girls can be trusted to carry messages and not linger on the way, but boys must take over when the going gets rough.

This message surfaces in the adult male who resents "fairweather feminists" whom he suspects want equality only when life is easy.

* Item : A teacher says "I need five big strong boys to carry these books."

Comment: The stereotype is that all boys are larger and stronger than all girls. In the early years girls are generally larger and stronger, and at all ages there is a range of size and strength which overlaps for males and females. Further, small people of both sexes need a chance to demonstrate competence.

* Item: "Boys don't hit girls."

Comment: The implication is that girls are fragile and must be protected. This expectation leads to a dual system of discipline. Boys are often more severly punished for fighting with a girl, even when she starts the fight, and a boy's resentment that he can't hit back may poison all his feelings about girls. At the same time, girls need to learn that they have a right to defend themselves, if a boy does hit them.

* Item: A high school girl is counseled that it is OK not to take math courses beyond those required, if she doesn't want to. Sometimes she is told by women, "I was never good in math but I became a counselor (teacher, etc.) anyway."

Comment: The stereotype is that females are innately weak in mathematics. The expectation may be a self-fulfilling prophecy and girls won't do well in math. Furthermore, the failure to take advanced math courses limits the careers open to women.

Sociologist Lucy Sells found "In a systematic random sample of freshmen admitted at Berkeley in Fall, 1972, 57% of the boys had taken four full years of mathematics, including the trigonometry--solid geometry sequence, compared with 8% of the girls. The four year mathematics sequence is required for admission to Mathematics IA, which in turn is required for majoring in every field at the university except the traditionally female, and hence lower paying, fields of humanities, social sciences, librarianship, social welfare and education."[1]

* Item: A girl is told, "Here, honey, let me help you." A boy is told, "Go back and do it until you get it right."

Comment: Boys are reinforced for independence and girls for dependence. Boys are often denied help they need; girls don't learn self-reliance.

* Item: Girls and boys are placed in separate lunch lines, often "ladies first."

Comment: Students receive the message that there is something different and alien about the other sex. "Ladies first" is part of the "pedestal problem" in which children get the conflicting message that although girls are generally inferior, they are supposed to be inherently superior at the same time.

Caution: bias takes many forms. It is important not to confuse its symptoms with its underlying principles because opposite symptoms can both reflect bias. Some schools elect only boys for student government "because boys are natural leaders." Some schools elect only girls "because girls are more serious and conscientious than boys." Each situation is based on stereotypes instead of the capabilities of individual people; both are biased.

Your discussion may not cover even half the items your groups listed, so you may want to compile them as a handout which pays tribute to their perceptiveness. The exercise works well with students too -- you may want to suggest that participants repeat it in the classroom as "homework."

APPENDIX B. STUDENT OBSERVATION DIARIES

DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF NORTH CAROLINA RALEIGH

Dear Colleague:

There has been a good deal of discussion lately on the impact that sex stereotyped attitudes in adults, TV or textbooks can have on students. Almost overlooked has been the impact that students have on each other. The purpose of this study is to try to document, by close observation, what students' own attitudes on sex roles and sex stereotypes may be, how they convey these attitudes to each other, and how accepting or rejecting they may be of different opinions or divergent behavior.

Your role. Simply keep your eyes and ears open, and jot down "events" when they occur, or at the end of the day. Five or ten minutes a day is plenty. Records will be kept over a one-month period and turned in weekly.

You are not being asked to make value judgments of the events - you may approve or disapprove - all we want is what happens.

Information needed. Please give a general description of your class, both academically and demographically in the space provided on the diary sheets. For each event (see sample diary sheet attached) note the race and sex of the student, the event, and indicate how it came about. If it was spontaneous, mark it SP. If it was in response to a remark or question of yours, mark it TE, for "Teacher Elicited." If it was part of a class discussion on sex roles or some related subject, mark it FD for "Formal Discussion."

Format. Diary sheets are attached. If they are convenient for you, please use them, and xerox more if you need them. If you would rather use your own paper or some other format, that is fine with us, as long as all the information is there.

Should you initiate or intervene? This is entirely up to you, depending on your own interests, classroom priorities, subject area, etc. There is no need for you to take any initiative at all, for the purposes of the study. If you wish to, for your own interest, fine, as long as the results are identified on your diary sheet.

Finally: please keep your diary sheets somewhere convenient, so that you can snatch odd minutes to fill them out. We hope in this way to gather a large amount of data without disrupting your day!

Thank you very much!

Betty Moore Wayne Dillon

Some areas to consider when observing students for sex stereotyped behavior and attitudes.

*Inter-sex hostility? "Girls, yuck!" "No boys allowed."

*Insults? "Sissy!" "Isn't that just like a boy!"

*Inter-sex competition? Do students want to play "girls against the boys?" Do they say why?

*Friendship patterns? Do students get teased for having friends of the opposite sex? Do they choose members of opposite sex as team members? Do they sit together, work together, play together, spontaneously?

*What traits do girls like in boys? What traits do boys like in girls? Physical attributes, skills, personality, etc. A distinction will have to be made here between personal preference and sex stereotypes. For example, a girl who says "I would never date a boy shorter than I am" is expressing a cultural stereotype. The statement"I like boys with brown eyes" is a personal preference, because our culture does not specify an ideal eye color for men.

*Family roles? Any expressions of disapproval or surprise about what men or women should or should not do. "Your father fixed dinner?!"

*Vocational roles? "Girls can't take shop!" "Men are doctors, women are nurses."

*School chores? Unwillingness to perform, or let the other sex perform, certain tasks (carrying books, bringing cookies, running AV equipment, taking care of sports equipment).

*Choice of toys or games? Boys avoiding or being excluded from the dolls and housekeeping sections, girls from the blocks or trucks sections. Girls skipping rope, playing jacks, boys playing basketball. Either sex excluding the other from their games.

*Choice of books for self, or recommended to friends? "You don't want to read that, that's a girl's/boy's book."

*Choice of musical instruments? Are drums for boys, piano or flute for girls?

*Self-image problems? Girls feeling they cannot do Math, or marveling at girls who can. Girls ashamed of themselves for being tall, strong, or hiding their intelligence. Boys ashamed of themselves, or teasing others, for being quiet, enjoying music or dance, wanting to play with dolls or take care of children.

*Emotional stereotyping? Are boys afraid to show certain emotions, such as fear or sadness? Do they transmit these into anger? Are girls put down for expressing anger? Do they learn to invert these feelings?

*Any generalizations about own or other sex? "Boys are brave." "Girls are smart."

*Other? . . .

APPENDIX B

RECORDER'S NAME____________________ POSITION____________________ SCHOOL____________________ PHONE#________

Brief description of class--subject, age, # of girls and boys, academic level, cultural background. Any other comments?

Please jot down observations when they happen, or at the end of the day. Please turn in sheets weekly, for 4 weeks.

DATE	RACE & SEX	EVENTS, REMARKS, etc.	Spontaneous - SP Teacher Elicited - TE Formal Discussion - FD

APPENDIX C. SUMMARY OF DIARY RESULTS

Inborden School

Participants: 46 teachers and aides from grades K-8. All had completed a 20-hour in-service course on sex bias.

School Population: 92% Black, 8% White, from rural area, majority from low socioeconomic background, 203 years below grade level, limited cultural background.

Apex Middle School

Participants: 20 teachers from grades 6-8, none had taken New Pioneers in-service program, previous knowledge of sex bias varied, but limited.

School Population: Wide cross section, semi-rural, suburban (small town near Raleigh, the state capital), 21% Black, 79% White, all socioeconomic, cultural, and ability levels.

Intersex hostility was the most common observation made. The students prefer to be with members of their own sex and were hostile to those of the other sex. A feeling of "our kind is better" seems to prevail.

Boys, especially, were subjected to emotional stereotyping, often ridiculed for their emotions, particularly sadness. Boys exhibiting non-traditional behavior were labeled "sissy." Girls received no parallel admonishment. Although middle grades teachers assure us girls do fight, girls were criticized for fighting by their peers. Being criticized for "acting like a boy" did not seem to be as serious or frequent as being criticized for "acting like a girl."

The behaviors reported included definite opinions about who should do what chores, and generalizations about vocational and family roles. They feel jobs are determined by gender and certain behaviors are appropriate only to one sex.

The observations made did not reflect self-image problems due to stereotyped thinking, as students apparently did not question the stereotypes or admit that they did not fit.

SUMMARY
MIDDLE GRADES TEACHER DIARIES

1. Did your students know you were keeping the diary?

	Yes	No
Inborden	1	21
Apex	5	14

2. When you observed sex biased behavior, did you intervene?

	Never	Occasionally	Often	Always
Inborden	6	14	2	1
Apex	6	13	0	1

3. Did your observations prompt any class discussions?

	Never	Occasionally	Often	Always
Inborden	10	8	1	1
Apex	9	9	0	0

4. How did you feel about the behavior or opinions you observed in your students? Were they more less biased than you expected? Please explain.

	More Biased	Less Biased	As Expected
Inborden	2	8	12
Apex	4	10	6

5. Did you enjoy making observations? Please explain.

	Yes	No	Neither
Inborden	16	1	1
Apex	18	1	1

6. Did making the observations leave you in any way frustrated or angry?

	Yes	No
Inborden	0	21
Apex	5	15

7. Did you talk over your observations with any other adult?

	Yes	No
Inborden	11	10
Apex	12	8

8. Did making these observations change you in any of the following areas? Please explain.

	Behavior		Content		Feelings		Other	
	No	Yes	No	Yes	No	Yes	No	Yes
Inborden	13	5	12	6	9	10	13	1
Apex	10	6	11	5	9	7	12	2

APPENDIX D. SCHOOL FOOD SERVICE WORKSHOP OUTLINE

IS YOUR GUIDANCE DEPARTMENT BEHIND THE CAFETERIA COUNTER?

Very often the most important adult in a school to a youngster is not the teacher, the principal, or the guidance counselor. It may not even be the coach. Often a child will take joys or sorrows to an adult with whom there is no formal relationship, precisely because that informality carries less pressure. Such a person may be a school secretary, a janitor, a teacher the child does not have in class, or a cafeteria worker. Even when there is no direct relationship between a cafeteria worker and a student, the person behind the counter may have an important influence. The way they give a compliment, the kind of compliment and for what, the kinds of scoldings they give, the off-hand advice and remarks, the asking of favors or assigning of chores, and the way the student perceives these adults relating to each other, all these can have a profound effect on the way children perceive themselves and the adult world they are trying to grow up into.

OBJECTIVE #1. To give cafeteria workers an opportunity to discuss, understand, and develop their own importance as adult role models and educators for the students in their school.

OBJECTIVE #2. To enhance students' ability to develop strong self-identities based on their individual talents, interests, and personalities rather than on rigid sex stereotypes.

THE VEHICLE. A program or series of programs in which cafeteria workers:

a) discuss the various ways in which they relate to students
b) understand how sex stereotypes limit the individual development of students
c) grow to understand the unconscious ways adults transmit sex stereotypes to students
d) brainstorm alternative ways of relating to students which will tend to reduce sex stereotypes and enhance individual development

POSSIBLE OUTLINE OF PROGRAM.

1. Initial 2-Hour Session.

10 minutes	large group brainstorming, with flip chart, of different ways cafeteria workers relate to students.
25 minutes	filmstrip, "I'm Glad I'm a She, I'm Glad I'm a He!"

20 minutes	discussion of filmstrip.
7 minutes	small group brainstorming of ways cafeteria workers unconsciously transmit sex stereotypes. Example: Complimenting boys in the line for athletic achievements, girls for pretty dresses.
23 minutes	general discussion of items identified in small group sessions.
10 minutes	small group brainstorming of alternative positive, ways of relating to students. Examples: Complimenting boys on an interesting book under their arm, a new shirt, being helpful to younger students, a new haircut, etc. Complimenting girls who are dressed for play, on athletic or leadership ability, on being big and strong, an interesting looking math book, as well as the party dress and the new hairdo.
20 minutes	general discussion of alternative, positive ways of relating to students.

2. Subsequent Sessions.

There should be at least one follow-up session for cafeteria workers to discuss their new awareness, the behavior they have noticed in themselves and their students, and their efforts at change. If there were sufficient interest, further substantive programs on specific aspects of sex bias could be included, with further opportunities for feedback, sharing and reinforcement of their Equal Education efforts.

APPENDIX E

You can expand role expectations with your WORDS and IMAGES!

Check your speeches, publications, presentations, films, transparencies, slides, pictures, cartoons. Do you have:

Equal numbers of males and females
(students? authority figures? Professionals?)

Representative numbers of minorities
(Both female and male? all kinds of minorities?)

Unstereotyped work roles
(female principal, male kindergarten teacher)

Unstereotyped relationships
(boys cheering for girls' team)

Unstereotyped words
(fire fighter, police officer, mail carrier, flight attendant, humanity, Dear Educator)

IMAGE EQUALITY*

Universal pronouns
Generic he replaced with

plural, we, you no pronoun at all	neutral
she and he he or she	affirmative

Equal titles:

John Smith and Mary Reynolds
or Mr. Smith and Miss Reynolds
or Smith and Reynolds
or John and Mary

(As there are several titles for women, it is courteous to ask which title they prefer. If this is impossible, Ms. is acceptable for all.)

*Remember: Image Equality is North Carolina Department of Public Instruction policy!

APPENDIX E

EQUAL EDUCATION PLANNING WORKSHOP

Composite Evaluation

Workshop held Friday, April 29th, in Wilson, North Carolina.

Participating LEAs:

Johnson County - team of 4
Wilson County - team of 5
Nash County - team of 8
Rocky Mt. City - team of 11
Northampton County - team of 5

Please evaluate each section of the workshop on a scale of:

Morning	Poor 1	2	3	4	Excellent 5
Introductory orientation	0	0	3	15	11
Filmstrip	0	0	5	13	12
General discussion	0	0	2	14	12
Small group exercises					
Sex Bias in Education - Who?	0	1	4	18	5
Sex Bias in Education - Where?	0	1	4	19	4
Questions for each discipline to consider	0	1	4	13	9
Afternoon					
The Planning Guide Questions	0	0	3	11	13
Consultant assistance in using the planning guide	0	2	3	13	8

1. Was any section too short? 9 yes - 12 no Which?
   Comments: "Planning"; "Afternoon"; "Work Section (After Lunch)"; "All"; "Breaktime"; "Small Groups"; "Discussion"; "Although we didn't finish the afternoon portion, enough time was allowed so that we understood the process and could finish later."

2. Was any section too long? 25 no

3. Did you find any topics particularly interesting? 15 yes - 1 no*
   Which? Comments
   "The role educators can play in program."
   "In-service workshops for each school."
   "Entire discussion was interesting."
   *"I have been to sessions before and this was a repeat."
   "How each discipline area may consider improvement."
   "Enjoyed all questions."
   "The whole topic of sex bias."

APPENDIX G. COMPILATION OF PLANNING WORKSHOP FOLLOW-UP QUESTIONNAIRE, WITH REPRESENTATIVE COMMENTS

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

April 13, 1978

Dear Equal Education Planner:

How are things going? We know you already have too much to do, but could you please help us out by giving us some feedback on the usefulness of the Equal Education Planning Workshop? We need it for two reasons:

1) To begin planning how to serve you best next year.
2) To collect data for the national model we have been asked to develop on how a state agency can work most effectively with local school systems to eliminate sex bias in education.

Please return the questionnaire by May 1, if possible.

Many, many thanks!

Sincerely yours,

Amanda Smith

Amanda J. Smith

Name____________ LEA____________

FEEDBACK ON EQUAL EDUCATION PLANNING WORKSHOPS

1. How well did the planning workshop meet the following objectives?

	Not Successful				Highly Successful
- Increased individual awareness........	1-0	2-3	3-5	4-20	5-14
- Created informed support group........	1-4	2-1	3-16	4-22	5-3
- Created working team	1-3	2-7	3-11	4-16	5-3
- Provided useful service to already existing team	1-2	2-9	3-9	4-14	5-1
- Set a useful process in motion........	1-4	2-9	3-10	4-15	5-2

Comments: Principals negative. Uncertain where authority and interest lie. Team has not completed any goals but very supportive of class. Members needed more background before workshop. Workshop successful as conducted.

2.a. How would you evaluate the quality of the actual plan you prepared at the workshop? .... Low Quality 1-1 2-4 3-22 4-10 5-5 High Quality

b. If you feel that the plan you prepared at the workshop was not high quality, why? Please indicate if any of the following were factors by agreeing or disagreeing with the following phrases:

	Strongly Agree				Strongly Disagree
- Not enough time alloted at workshop...	1-0	2-6	3-13	4-9	5-1
- Poor consultant help at workshop......	1-0	2-0	3-2	4-8	5-19
- Team members lacked sufficient knowledge or authority to prepare a high quality plan..................	1-6	2-7	3-5	4-8	5-3
- Team did not take topic seriously.....	1-0	2-3	3-6	4-9	5-11
- The contents of the plan were inappropriate.........................	1-1	2-0	3-8	4-12	5-9
- Other: ____________	1	2	3	4	5

Comments: Plans not finalized at workshop. After more discussion with local people we made revisions. No one from central office was present. You know you can't do anything if the boss does not approve or is not aware.

3.a. How successful do you feel you have been at implementing the activities you decided on at the workshop? .... Not Successful 1-9 2-2 3-14 4-14 5-3 Highly Successful

b. What have been your major problems? Please explain.

Principals negative. Committee inactive. Students reluctant. No follow-up. Lack of direction. Lack of funds. Time. The planning team never became a "team."

c. If you have been able to implement some or all of the activities on your plan, please describe how you went about it, how successful you feel each effort has been, and what you plan for the future. Feel free to refer to your plan---we have a copy on file. We are especially interested in:

- The effectiveness of your team as a working group
- Topics you added or deleted
- The success of your awareness program
- Whether you have succeeded in doing any planning to reduce sex bias in curriculum areas
- Whether you have called on other state consultants for this purpose
- Whether you have involved students in a leadership role

Focusing on workshops for students. Feel they can keep interest hig. because they can act as a group where teachers act as individuals.

Plan is being followed as written. Hold workshops. Screened materials. Lists of new careers for women. One team member has taken knowledge into classroom. People taking seminar say knowledge is causing them to do things differently. Students have not been involved in leadership role. Excellent team.

(Use back of questionnaire or extra sheets if necessary.)

We have not changed our plan. Hope to add a course on women - it is as valid as ethnic studies. We are constantly seeing ways to reduce sex bias in our schools. No problems yet! Sex bias course taught to 50 teachers. Individual schools used sex bias awareness exercises as whole elementary system underwent accreditation self study. Monthly meetings invaluable - kept ideas coming + interest high.

4.a. Please evaluate the support and follow-up activities provided to your LEA by the Division of Equal Education. .... None 0-3 Poor 1-3 2-2 3-14 4-12 5-4 Excellent

People seemed to rate us high if they had a trainee (who had a follow-up conference) or if they had seen all of us they cared to.

b. If you have had problems, would any of the following possible services from the Division of Equal Education have been helpful?

	Not Helpful				Very Helpful
- Follow-up letters	1-1	2-3	3-9	4-7	5-1
- Follow-up phone calls........................	1-1	2-3	3-9	4-6	5-2
- Visits	1-1	2-3	3-6	4-8	5-4
- Workshops or awareness sessions in LEA	1-1	2-3	3-5	4-9	5-9
- Follow-up workshop for Summer Trainees	1-1	2-0	3-8	4-9	5-1
- Other: newsletter, workshops for high level administrative people	1-1	2	3	4	5

Which problems could have been helped? Please explain.

Several said no problems. Follow-up letters might have prodded us to keep on schedule. Help administration understand the importance.

c. How important a factor in the success or failure of your plan is the support and follow-up of the Division of Equal Education? .... Not Important 1-1 2-5 3-14 4-10 5-6 Very Important

Please explain:

Created more awareness. Given us materials and support. Gives instructors confidence and back-up. Incentive to work hard. No contact - Letter, visit etc might be helpful.

While we have not asked for assistance we feel secure knowing the Division is there. Visit from staff to talk to principals might make the difference.

d. Would you like another planning workshop scheduled next fall, to exchange experiences, up-date or re-do plans, etc? .... Would Not Attend 1-1 2-6 3-18 4-13 5-2 High Priority

5. What areas do you feel the Division of Equal Education should focus on in the future?

Many activities already doing. Stressed were curriculum change and awareness for administrators. Regional workshops for principals. Area should be mandated. Opportunity to exchange experiences and ideas. Keep on as is.

APPENDIX H. SAMPLE GENERAL WORKSHOP EVALUATION FORM

Please evaluate this session according to the scales:
1 - very negative, 5 - very positive (circle one)

	Very Negative				Very Positive
1. General overall impression	1	2	3	4	5
2. Usefulness of subject matter for me professionally	1	2	3	4	5
3. Usefulness of subject matter for me personally	1	2	3	4	5

4. Were there any phrases or ideas that impressed you particularly favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which? Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think presenter should keep ______________________________

____

b) I think presenter should change ____________________________

____

(This activity supported by OE, USDHEW, however, no official endorsement is implied.)

APPENDIX I

REPRESENTATIVE COMMENTS FROM TRAINING INSTITUTES

"This conference is beginning to be a real eye opener. Instead of relating all this material to a future teaching experience I find myself applying this information to my own life and future male role."

"I was also one of the people who felt that the black woman should step back for her men...more than anything my attitude has changed about sex bias. I am aware now that sex bias hurts all - men, women, old, young, black, white. Since the workshop began, I have gone home each night and discussed what has taken place with my husband. We've had interesting discussions and I've found out some things about him that I never knew before."

"I am excited about going back and helping to open new worlds, hopefully, to my 'oh-so-very' narrow-minded students (8th graders) who are trying so desperately to fit into society's man and woman role."

"The materials are comprehensive and can be applied to all areas of life. Enjoyed the interaction of the entire group."

"My feelings have changed since Monday. I now feel quite comfortable about going back home and presenting an opportunity to our staff (including Superintendent and fellow Assistant Superintendents), to help students in a very basic and necessary way."

"...as I now understand better this whole area, I am greatly optimistic."

"I am happy that you asked us to write this letter. It gives me an opportunity to express myself since I am not a very vocal person when it comes to discussing issues in large groups. It was not my idea to attend. In spite of all of this...I feel that it has all been an experience worth having."

"I prided myself as being non-sexist before I came to this workshop but I can certainly see where, in many ways, I was sexist."

"Personally the institute has helped me see through some of my anxieties and has helped me understand my marriage relationship and my wife as a person. I wish she could have attended."

"I know that after this workshop that I will never be able to view the world in the same way again..."

"Having the 'black book' with all the information and tips on how to present the information was quite a pleasant surprise for those of us who came prepared to take tons of notes (which we would then have to decipher.)"

"I just know I will be a more effective teacher after this workshop - more human - and understanding of differences. More encouraging to those who wish to try new things. Hoping to share all I've learned with teachers in my county - I can now understand the enthusiasm of those who have taken the class earlier - Thanks for your help and direction."

"Thanks for helping me understand my unknown bias!"

"I believe that I received the most information on the session of sex bias hurting men - hadn't really thought much of that. I dearly love my son and husband - am I adding to heart attacks, drinking, etc.? Terrible - "

"This should make me a better teacher - and my students better citizens."

"I feel that I will be a better wife, mother, grandmother and teacher because of the awareness of this area, as it plays an important part in determining the future as well as the present in all human development."

"Professionally, I can use all of the materials I have received in my program at school. These can be easily adapted for use in the Interpersonal Relationships Course, Cooperative Home Economics Education, Family Life Education..."

"Personally, I can't wait to get home to share this information with my husband!"

"Overall impression - very good, well done, very practical...worthwhile professionally and personally as a person and father."

"Even though expanding sex roles is my job, I often cannot seem to grasp its importance. Well, after this week I have gained that sense of importance."

"The week has been most revealing and rewarding. I am really excited about my role in this new capacity. My feelings were somewhat neutral or negative toward 'the whole bit' at the beginning of the week. Now my outlook and feelings are definitely positive."

"I truly believe that the expansion of sex roles could mean much to our society such as decreased suicide rate, diminished numbers in the psychiatric wards, more love, less hate and a much more efficient work force to choose from, effectively making American life better for everyone."

"So, as long as the grass grows and the rivers flow, I will have a warm place in my memory for the New Pioneers staff."

APPENDIX J

GRAND REUNION
NEW PIONEERS SUMMER INSTITUTE II
March 17-18, 1978
VELVET CLOAK MOTOR INN, RALEIGH, NORTH CAROLINA

Friday, March 17

11:00 AM Registration, browsing new materials, getting together with
1:00 PM long lost friends
Lunch on your own (The Velvet Cloak has a buffet line and salad bar)

1:00 PM What's Happening?
2:30 PM MC: Thelma Johnson - Charlotte/Mecklenburg Schools
Three minutes from each of you:
- How you did it
- How you didn't do it (yet)
- Administrative support
- Course organization
- Who signed up? How many got credit?
- How do you feel about it?

2:30 PM Break

2:45 PM Curriculum Specialties
4:15 PM Report from Division of Social Studies - Mary Vann Eslinger
Report from Division of Mathematics - Nedra Mitchell
Report from Division of Languages - Larry Tucker
A Look At The New Adoptions in Social Studies & Elementary Literature
- Have there been any curriculum changes because of/instead of your awareness program?
- Any curriculum or grade level planning committees?
- What are your greatest needs in the curriculum areas?

4:20 PM The Most Popular Film in North Carolina:
5:15 PM FREE TO BE YOU AND ME!

5:15 PM Attitude Adjustment Session

6:30 PM Dinner - Velvet Cloak Inn
9:00 PM Speaker: Tibbie Roberts
Topic : "Is All Of This Against The Bible?"

Discussion: Adult Attitudes
MC: Javan Cowan - Bertie County Schools
- What are the controversial topics for adults?
- Which ideas seem most welcome?
- Do you notice any difference in men's and women's reactions?
- Any age differences?

Saturday, March 18

8:30 AM Course Content
10:00 AM MC: Jo Ann Lowery - Robeson County Schools
- How would you change the black book?
- Which lessons did you use?
- Did you add new topics?
- What materials did you use?
- Did you use outside speakers? For what topics?

10:00 AM Break

10:20 AM Classroom Activities & Student Attitudes
11:50 AM MC: Tony Phillips - Mount Airy Schools
Resource people:
Mary Putnam - second grade teacher - Mooresville City Schools
Davis Smith - Social Studies teacher - Vance County Schools
- In what areas are your students more flexible than your adults?
- In what areas are they more rigid?
- What subjects turn them on? Off?
- What specific discussion topics or activities have worked for you?
- Have you noticed any age differences in how students react?

12:00 Lunch - Velvet Cloak Inn

1:30 PM What Happens After Your Course?
3:00 PM MC: Linda Mahan - Goldsboro City Schools
Helen Smith - Halifax County Schools
- Individual teacher follow-up
- School committees
- System wide planning
- Working with ongoing planning or curriculum activities
- Keeping visibility and interest up

3:00 PM Evaluation and Reimbursement
3:30 PM Drive Carefully!

APPENDIX K

TEACHER EDUCATOR'S INTEREST SURVEY

Survey conducted at meeting of North Carolina Association of Colleges for Teacher Education (NCACTE) 24 individuals responded, representing 17 of the 43 institutions. Respondents were asked to assess what their institution had already done about sex roles, and check any activities they would be interested in seeing their institution undertake. Those present were decision makers (deans, department chairs)or their representatives.

18 said their institutions had incorporated some material on sexism in some classes

5 said they had given the matter no thought

1 did not know

Possible activities:

1. send a representative to a training institute to be qualified to give in-service training to other faculty.

   14 Yes; 10 Did not check

2. develop a comprehensive plan by which students can understand the ramifications of sex bias in society at large and in their own subject area.

   12 Yes; 12 Did not check

3. be one of the pilot units working with Division of Equal Education.

   8 Yes; 16 Did not check

4. let individual faculty members deal with subject as they see fit

   5 Yes; 19 Did not check

5. take no action pertaining to this subject at this time.

   0 Yes 24 Did not check

6. Assess the situation, then contact the Division of Equal Education.

   5 Yes; 19 Did not check

COURSES IDENTIFIED BY TEACHER EDUCATORS AS APPROPRIATE FOR INCORPORATING CONCEPTS ON SEX BIAS

Surveys conducted at NCACTE meeting and Equal Education Planning and Awareness Conference.

- Introduction to the classroom
- Teaching of Social Studies
- Reading and Language Arts Methods
- Methods of Teaching
- Psychology of Early Childhood
- Foundations of Education
- Educational Psychology
- Developmental Psychology
- Philosophy of Education
- Teaching of Reading
- Children's Literature
- Health and Physical Education
- Cultural Foundations of Education
- Math Methods
- Methods and Materials
- Sociology of Education
- Learning Theory
- Child Psychology
- History of Education
- Adolescent Psychology
- All Guidance and Personnel Services Courses

Summary remark of one private college:

"Sex Bias should be integrated throughout the teacher education curriculum."

Summary remark of one state supported university:

"Sex Bias should be a part of all method courses."

APPENDIX L. COMMUNITY GROUPS INTEREST ASSESSMENT AND ACTIVITY LIST

Division of Equal Education
North Carolina Department of Public Instruction
Raleigh, North Carolina 27611

Name______________________________ Phone#______________

Organization Name__________________ Position____________

I. I would like to see our organization address the issues of sex bias in Public Education in one or more of the following ways:

____ Involve a member of our organization in an advisory council for the Division of Equal Education.

____ Have the Division of Equal Education do a presentation at our next Board meeting or Executive Council meeting.

____ Have an article about sex bias in our newsletter, magazine, etc.

____ Have a member of the Division of Equal Education do a workshop for our organization at a future meeting.

____ Show the filmstrip "I'm Glad I'm A She, I'm Glad I'm A He" at next meeting.

____ Discuss the matter with others in my group and then contact the Division of Equal Education.

____ Take no action at this time.

II. Projects which seem most interesting or applicable to our group include:

____ Setting up a speaker's bureau on the issues of sex bias.

____ Formation of a committee to review materials for schools: textbooks, films, supplementary materials, etc.

____ Set up a scholarship for pioneering students. These would be students achieving excellence in non-traditional courses.

____ Set up a "New Pioneer" award for students achieving excellence in non-traditional courses.

____ Sponsor a girl's athletic team or tournament.

____ Sponsor a big brother or big sister program for children.

____ Raise money for supplementary non-biased materials.

____ Coordinate a program where other clubs, church groups, etc. could be informed on the effects of sex bias.

____ Investigate admissions into vocational programs.

____ Investigate situation in athletics. Is money allocated equally?

____ Seek out "Pioneering" workers in community and interview them.

*Please complete and return to Gary L. Ridout, Division of Equal Education. (This activity supported by OE, USDHEW, however, no official endorsement is implied.)